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ABSTRACT

The manual presents activities designed to teach educationally handicapped children (K-6) interpersonal social skills. Group problem solving and individual behavior control techniques are emphasized. Described are approximately 45 games, role playing situations, critical incident simulations, and cartoon discussions. Entries usually contain information on purpose, materials, and playing instructions. The section on behavior modification includes an overview, discussion of reinforcers, 12 sample strategies for changing undesirable behavior, and a summary of behavior analysis. Examples are given of such motivational curriculum aids as achievement awards, learning contracts, and pupil progress reports. A bibliography of human relations and behavior modification teaching materials is also provided. (CL)

ED107067

TEACHING INTERPERSONAL SOCIAL SKILLS

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EDUCATION & WELFARE
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A Prototype Manual of Activities

1974 - 1975

A project funded by the Elementary
and Secondary Act of 1965, Title III

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September 1974

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FOREWORD

This manual has been prepared to assist teachers of educationally handicapped children in grades K - 6 to acquire and utilize interpersonal social skills. Interpersonal problems include:

(1) Getting into conflicts with peers, teachers, or administrators due to school misbehavior,
(2) Picking on other children -- displaying awkwardness in making friends,
(3) Inappropriate behavior in the classroom, on the playground, and in lunch facilities.

Most often problems concerned with interpersonal skills preclude maximum educational solution because they involve interpersonal teacher/student functioning. The affective area of teaching is difficult to decode today. No one knows answers and solutions that will work for whole classes. How do we teach children how to deal with their anger and aggression? Can we change or improve ways in which students relate to each other? Can activities be used with students to teach them to get along with each other in a classroom?

The activities described in this publication are aimed at group problem solving and individual behavior control techniques. Although the activities have been used successfully in educationally handicapped classes, the manual may also be used by regular classroom teachers and school psychologists.

Each activity included in this manual has been written, tried, and/or evaluated for its usefulness by teachers of educationally handicapped children, regular classroom teachers, and teachers of gifted children. All activities should be adapted to meet the needs of the classroom. Teachers who use this manual may see many ideas but may need to change parts of the purpose, materials, and/or instructions. The manual was designed to allow teachers to make changes. The looseleaf binder allows removal of games and activities he or she may want to use. Forms are supplied for evaluation of each activity and should be returned to this office.

We wish to thank the teachers who participated in the project, Dr. Stephen Doyne, of the Center for the Studies of the Person, who prepared the introduction to the group activities as well as two of the games (Plus and Minus and Guess the Feeling), and the personnel of the Cajon Valley Union School District who shared their behavior modification strategies and reinforcers with us.

M. Ted Dixon
Superintendent of Schools

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Frances Wargo	Field Elementary	San Diego Unified

Observers:

Sister Alice Craig	Teacher St. Madeleine Sophie's Training Center for Retarded Children
Paul Loringer	Resource Teacher Speech and Hearing Center San Diego Unified

OPERATIONAL DEFINITIONS OF INTERPERSONAL SOCIAL SKILLS

COOPERATION

1. One student listens intently to teacher's directions and follows them accurately.
2. Several students move their chairs into a circle calmly after teacher gives the instructions to do so.
3. Students follow the instructions of another student.

IMPULSE CONTROL

1. Student sees a disruptive situation on the playground; he gets closer to observe, then walks away after considering that he will not join in.
2. Student sees a group of children being disruptive in class. He does not move up and down in his seat, but appropriately waits or signals another way.

CONFLICT RESOLUTION

One student steps into an argument with two other students to mediate. He gives each an alternative behavior to follow -- they follow his lead.

POSITIVE INTERPERSONAL RELATIONS

1. Child engages in discussion about his feeling and his school problems.
2. Child offers verbal solutions to a group discussion.
3. Child knows how to smile, shake hands, compliment, and can show these behaviors.

RESPONSIBLE BEHAVIORS

1. Child takes care of his coat and hat when he enters the classroom in the morning.
2. Child refuses to "dump" his classroom work into his desk, but he takes time to put it into his desk correctly.

HONESTY

1. Child answers questions on a test even though he knows he could very easily look at another desk and get the answers.
2. Child gives an accurate account of a situation even though it puts him in a bad light.

REACTION TO THE MANUAL: QUESTIONNAIRE

To help in evaluating this manual, we ask that you complete the following questionnaire. Additional copies of the questionnaire may be obtained by writing to the address given below. We are interested in your reaction if you have used any part of the manual.

Instructions

1. Use only a No. 2 pencil.
2. Mark an answer for each question. Do not omit any questions.
3. Mark only one answer for each question.
4. If you change an answer, erase completely.
5. Mail to: Department of Education
   San Diego County
   6401 Linda Vista Road
   San Diego CA 92111
   Attn: Lawrence C. Barry

REACTION TO THE MANUAL: EVALUATION OF ACTIVITIES

To help in evaluating each group activity in this manual, twenty-five perforated sheets have been included. Please answer the questions which are appropriate to your situation. Tear out the evaluations and send them to the above address by October, 1974, and again by January, 1975.

Return to:
Department of Education, San Diego County
6401 Linda Vista Road, San Diego, Calif. 92111
Attention: Lawrence C. Barry

ESEA Title III
REACTION TO THE MANUAL: QUESTIONNAIRE

1. Sex
   - (1) Male
   - (2) Female

2. Grade taught
   - (1) K
   - (2) 1
   - (3) 2
   - (4) 3
   - (5) 4
   - (6) 5
   - (7) 6
   - (8) Jr. High
   - (9) Ungraded

3. Years of teaching experience
   - (1) 1 - 4 years
   - (2) 4+ years

4. Years of teaching Educationally Handicapped
   - (1) 1 - 4 years
   - (2) 4+ years

5. Present educational assignment
   - (1) Educationally Handicapped - Teacher
   - (2) Learning Disability Group - Teacher
   - (3) Regular Class - Teacher
   - (4) Psychologist
   - (5) Counselor
   - (6) Principal
   - (7) Parent
   - (8) Administrator

6. Did you receive instruction in how to use the manual?
   (1) Yes
   (2) No

7. Did you learn any new activities to use in your classroom?
   (1) Yes
   (2) No

8. Did you find the activities useful in teaching interpersonal social skills?
   (1) Very useful
   (2) Fairly useful
   (3) Useful
   (4) Not useful

9. Which section of the manual did you find the most useful?
   (1) Group Activities
   (2) Behavior Modification
   (3) Bibliography

10. Which section of the manual did you find the least useful?
   (1) Group Activities
   (2) Behavior Modification
   (3) Bibliography

11. Which part of the manual would you change?
   (1) Group Activities
   (2) Behavior Modification
   (3) Bibliography

12. How would you change this part (the number you marked in #10 above)?
   (1) Add to it
   (2) Subtract certain obscure parts
   (3) Revise the activities
   (4) Delete the whole section

13. How helpful has this manual been in changing behavior of the children with whom you deal?
   (1) A lot – extremely helpful
   (2) Some – helpful
   (3) None – it was no help at all

14. How often did you use the activities?
    (1) Daily
    (2) Weekly
    (3) Monthly
    (4) Only twice
    (5) Only once

15. Have you discussed any ideas in the manual with other teachers?
    (1) Yes
    (2) No

16. Have you discussed any ideas in the manual with parents?
    (1) Yes
    (2) No

17. Have you discussed any ideas in the manual with principals?
    (1) Yes
    (2) No

18. Have you discussed any ideas in the manual with administrators?
    (1) Yes
    (2) No

Comment Sheet

Positive:

Negative:

GAME (ACTIVITIES) EVALUATION

(Complete in October, 1974)

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Name of Game: ______________________________

School: ______________________ Class Grade Level: ____ Date: __________

Teacher: ______________________ Number in Class: _____ Number in Game: ____

1. Date you received the manual __________. How many times has this activity been used? Daily___ Weekly___ Monthly___. Please explain:

2. Did this activity increase verbal communication and problem solving with those students participating? Yes___ No___ Please explain:

3. According to the purpose of this activity, was this activity successful? Very successful___ Moderately successful___ Not very successful___. Please explain:

4. Do you feel the children have changed (made more positive) their own interpersonal social skills? Very much___ Moderate amount___ Little___. Please explain:

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PART I. GROUP ACTIVITIES

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INTRODUCTION

Interpersonal Relations Are the Most Important Elements in the Classroom. Behavior problems reduce to this pragmatic reality: students and teachers have to live with each other as people for practically one-third of their waking hours. Thus, the relationship between people in the classroom can greatly affect both the what and how of learning. Both students and teachers have their "good" and "bad" days.

Games Which Focus on Interpersonal Relations Are Only Useful if They Help Build Relationships. Games as an entity are worthless. It is the interaction which is promoted which can be meaningful. That is, the real value of a game may not be in the time spent playing it, but in the enrichment of the interpersonal relationships of the "players" that may occur.

Some of the games described in this manual produce interpersonal data by self-disclosure. These data are only useful if they are utilized — a feeling which is clearly understood can help build a relationship. A feeling expressed but not heard or understood can detract from existing relationships.

In this regard the games presented here can be considered beginning points rather than end products. What happens with people who play the game after it is over is most important.

Given the Appropriate Structure and Climate, Relationships in the Classroom Become More Meaningful. The appropriate climate is one of freedom linked with responsibility. The games presented here should be used on a voluntary basis. If the games are fun, most children will participate. If the games are not enjoyable, no one will want to — the game is not useful.

The other aspect to structure in the classroom is that of openness. Most students and teachers want to express themselves — their ideas, feelings, and fantasies — to each other. This self-expression occurs at every moment in the classroom — in action, gesture, and sometimes a thrown piece of paper. What is more rare in classroom structures is real clarity and understanding of self-expression. It is hoped that these games will in some way promote that understanding.

ESTABLISHING AN EFFECTIVE STUDENT-TEACHER RELATIONSHIP

Trust is a factor in teaching that involves giving the student an open atmosphere to discuss his problems. Trust allows for mistakes and yet gives a feeling of security in developing the human, personal side of teaching.

Communicating directly with students builds a feeling of belonging. Students feel less threatened to reveal their likes and dislikes. Instead of rambling, repeating, and moralizing, use effective, sincere messages.

Active listening and reflecting back to the student what he said gives the student a feeling that he is important. The student can then become aware of his own behavior.

Nonverbal language, a smile, a pat on the back, or a hand held, indicate acceptance of the student's here-and-now feelings.

Maintain consistency in setting limits of behavior for the group. Reasonable regulations that students have helped to establish will set the stage for self-control.

No evaluation of an honest expression of feeling should be made by teachers.

Sensitivity and discretion should be used by the teacher in the selection of activities included in this publication.

A sense of awareness of the appropriateness of the items to use with children is a necessity.

CHARACTERISTICS OF A WARM RELATIONSHIP

1. Honesty
2. Openness
3. Let children know you as a person - reveal yourself
4. A comfortable, at-ease environment
5. Trust
6. Affection
7. No pressure
8. To like and respect each other
9. Friendly manner - nonthreatening
10. Sitting on the same physical level
11. Low pressure, warm, loving, and accepting
12. Avoid being judgmental
13. Reassuring
14. Understanding
15. Interested

WAYS TO DEVELOP GROUP DISCUSSION AND AN OPEN CLIMATE

1. Find and discuss child's area of interest.
2. If necessary, use long pause to motivate child to talk.
3. Ask for help in doing some classroom chore together.
4. Have a repeating schedule for each child to talk to you alone - approximately once every two weeks per child.
5. Do not ask many questions which demand yes/no answers.
6. Have nonthreatening situation for child.

GAMES

- Have the children sit in a circle with the teacher.
- Accept all attempts at verbalizing problem solving without criticism.
- Ask questions that are descriptive rather than "yes/no."
- Games should last no more than 10 to 30 minutes.
- In these situations one student's opinion is as good as another student's opinion.
- Give children at least five seconds of silence before another comment is made.

TELL IT

Purpose:

1. To help children verbalize their problems.
2. To initiate group problem solving.
3. To check a student's honesty in answering a question concerning his behavior.

Materials:

1. Markers for each child playing.
2. Dice or spinner with numbers.
3. 3 x 5 discussion cards with questions illustrated on succeeding page.
   Note: Teachers may want to duplicate these pages to have more than one set of cards.
4. Open-ended game board illustrated on succeeding page.
   Note: Teachers may want to create their own game board for their classes.

Instructions:

1. Students select marker.
2. First student takes a card off the top and reads it aloud. He answers the question as best he can, then rolls the dice and moves.
3. Students either hold up yes or no cards or verbally accept or reject child's answer as being honest. This step can be omitted or precede rolling the dice.
4. Teacher can set the stage for giving honest answers by being first to roll and giving his honest answer. This initiates an element of trust with the group.
5. It is best to accept hostile answers by not evaluating or commenting on them. Children may evaluate each other initially, but you set the stage and they will perceive the climate is right for an open discussion.

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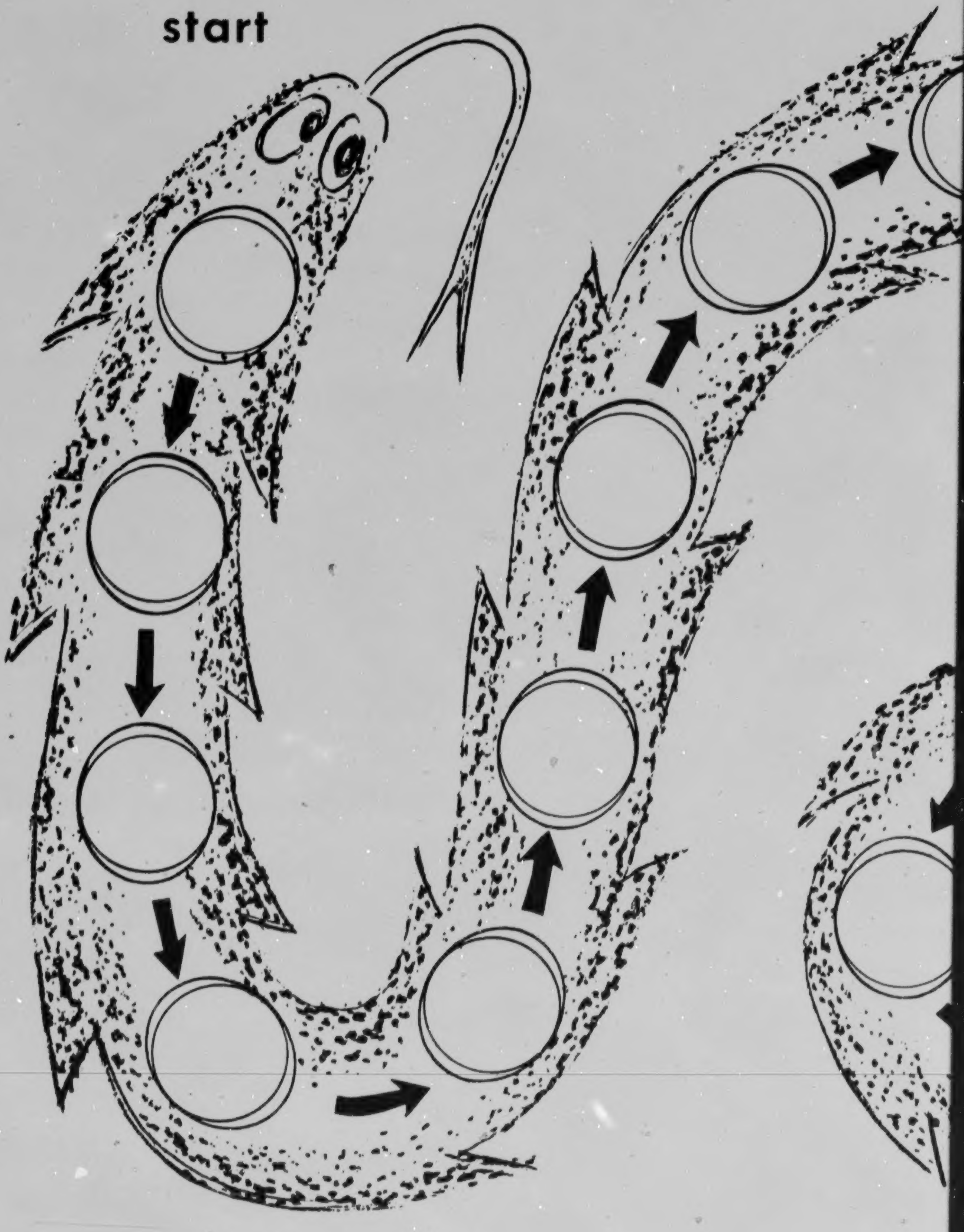

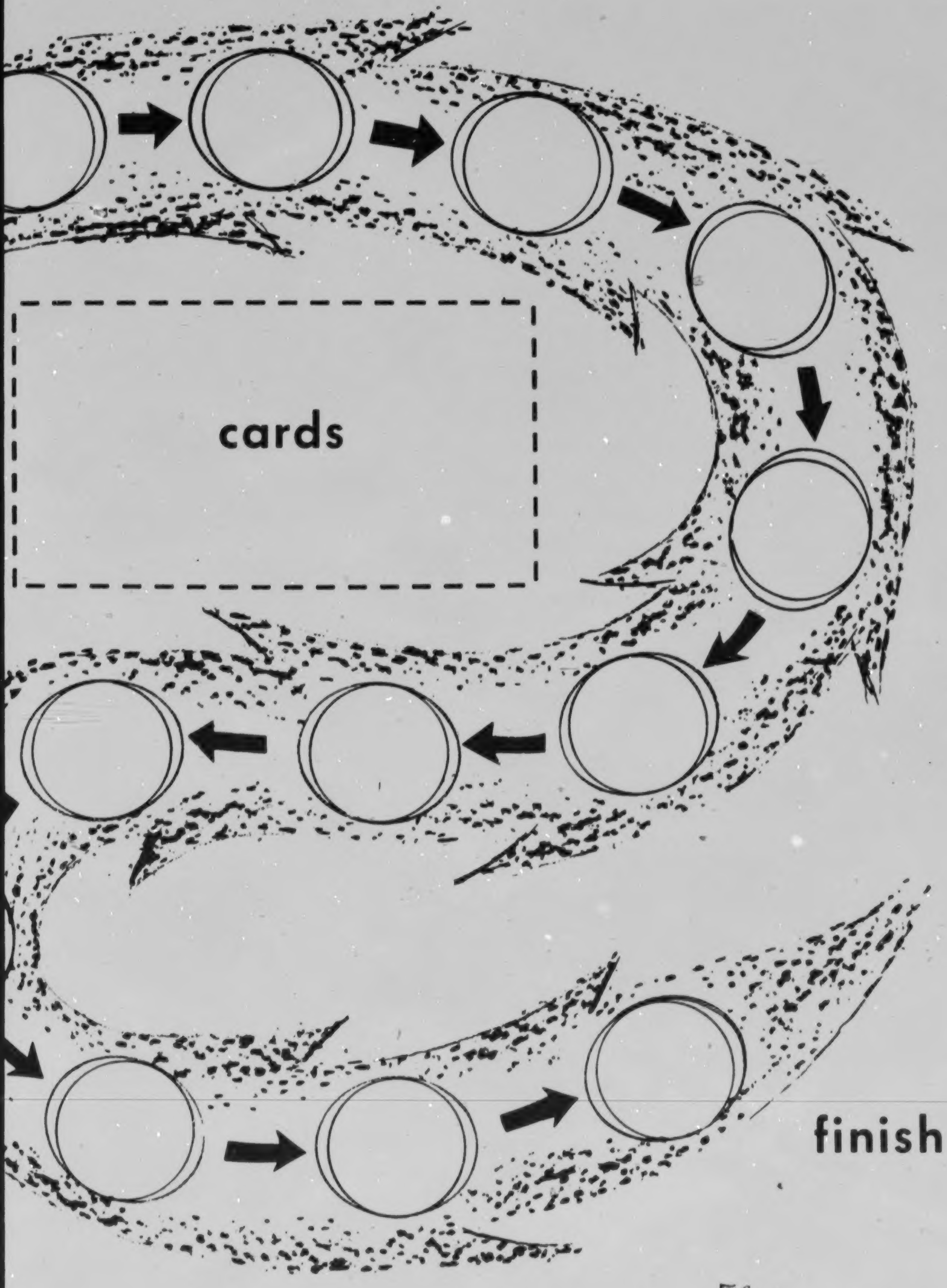
cards
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WHAT WOULD YOU DO IF YOU WERE RICH?

WHAT DO YOU LIKE THE LEAST ABOUT SCHOOL?

HOW DO YOU FEEL ABOUT WAITING FOR PEOPLE?

WHO IS YOUR BEST FRIEND?

WHAT DO YOU THINK PEOPLE DO NOT LIKE ABOUT YOU?

HOW DO YOU FEEL WHEN YOU DON'T THINK YOUR POINTS ARE GOING TO BE COUNTED?

HOW DID YOU FEEL ABOUT COMING TO SCHOOL TODAY?

HOW DO YOU FEEL WHEN SOMEONE COMES UP AND SAYS HE/SHE WANTS TO PLAY WITH YOU?

WHAT

DO YOU
WHEN
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YOU	WHAT DO YOU THINK PEOPLE DO NOT LIKE ABOUT YOU?	WHAT MAKES YOU FEEL HAPPY?
	HOW DO YOU FEEL WHEN YOU DON'T THINK YOUR POINTS ARE GOING TO BE COUNTED?	DO YOU EVER KICK OR SCREAM WHEN YOU ARE NOT ALLOWED TO DO WHAT YOU WANT TO DO?
T	HOW DID YOU FEEL ABOUT COMING TO SCHOOL TODAY?	HOW DO YOU FEEL IF SOMEONE ACCIDENTALLY PUSHES YOU DOWN ON THE PLAYGROUND?
D?	HOW DO YOU FEEL WHEN SOMEONE COMES UP AND SAYS HE/SHE WANTS TO PLAY WITH YOU?	HOW DO YOU FEEL WHEN SOMEONE TRIPS YOU?

WHAT DO YOU THINK OTHER PEOPLE LIKE ABOUT YOU?	WHAT DO YOU LIKE MOST ABOUT SCHOOL?	WHAT A THAT M AFRAID
DO YOU THINK OTHER PEOPLE LIKE YOU?	DO YOU LIKE TO READ? WHY? WHY NOT?	HOW D ONE W YOU?
HOW DO YOU FEEL WHEN THE BUS DRIVER TELLS ME YOU ARE GOOD ON THE BUS?	WHAT WOULD YOU DO IF YOU SAW ANOTHER PLAYING WITH MATCHES?	HOW D SOMEO ARE D ARE IN
WHAT DO YOU REALLY LIKE ABOUT YOURSELF?	DO YOU SAY THE THINGS YOU THINK I'D WANT YOU TO SAY?	TELL SOMEO NAME.

ER	WHAT DO YOU LIKE MOST ABOUT SCHOOL?	WHAT ARE SOME THINGS THAT MAKE YOU FEEL AFRAID?
PLE	DO YOU LIKE TO READ? WHY? WHY NOT?	HOW DO YOU FEEL IF NO ONE WANTS TO EAT WITH YOU?
THE U	WHAT WOULD YOU DO IF YOU SAW ANOTHER PLAYING WITH MATCHES?	HOW DOES IT FEEL WHEN SOMEONE TELLS YOU YOU ARE DUMB BECAUSE YOU ARE IN A SPECIAL CLASS?
KE	DO YOU SAY THE THINGS YOU THINK I'D WANT YOU TO SAY?	TELL HOW YOU FEEL WHEN SOMEONE CALLS YOU A NAME.

HOW DO YOU FEEL WHEN YOU "TALK BACK" TO YOUR MOTHER, THE TEACHER?	HOW DO YOU FEEL ABOUT YOURSELF?	HOW D AN AN
DO YOU ALWAYS GET "YOUR WAY," AT HOME? HOW DO YOU FEEL WHEN YOU DON'T?	WHY DO YOU FEEL YOU MUST ALWAYS TALK FIRST OR LOUDEST?	HOW D SOME
WHAT DO YOU THINK OTHERS FEEL ABOUT YOU?	HOW DO YOU FEEL WHEN YOU ARE NOT FIRST IN LINE?	HOW D YOU P
DO YOU THINK THE PRINCIPAL IS FAIR?	DO YOU FEEL THE TEACHER LIKES EVERYONE IN CLASS?	DO YO IS FAI

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HOW DO YOU FEEL ABOUT YOURSELF?

HOW DO YOU FEEL AFTER AN ANGRY OUTBURST?

WHY DO YOU FEEL YOU MUST ALWAYS TALK FIRST OR LOUDEST?

HOW DO YOU FEEL WHEN SOMEONE PUTS YOU DOWN?

HOW DO YOU FEEL WHEN YOU ARE NOT FIRST IN LINE?

HOW DO YOU FEEL WHEN YOU PUT SOMEONE DOWN?

DO YOU FEEL THE TEACHER LIKES EVERYONE IN CLASS?

DO YOU THINK THE TEACHER IS FAIR?

WHAT DO YOU LIKE THE MOST ABOUT HOME?	IF YOU HAD THREE WISHES, WHAT WOULD THEY BE?	WHEN W SCARED
SOMEONE KEEPS PUTTING TRASH ON YOUR DESK. WHAT SHOULD YOU DO?	WHO IS YOUR FAVORITE PERSON IN OUR ROOM? WHY?	WHAT I YOU'VE
WHAT KIND OF PEOPLE DO YOU LIKE TO PLAY WITH?	WHAT DO YOU DISLIKE ABOUT YOURSELF?	NAME YOU DO FRIEND
TELL ABOUT YOUR FAVORITE GAME.	WHAT DO YOU WANT OTHERS TO LIKE ABOUT YOU?	WHEN W AFRAID

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WHAT

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IF YOU HAD THREE WISHES, WHAT WOULD THEY BE?

WHO IS YOUR FAVORITE PERSON IN OUR ROOM? WHY?

WHAT DO YOU DISLIKE ABOUT YOURSELF?

WHAT DO YOU WANT OTHERS TO LIKE ABOUT YOU?

WHEN WERE YOU THE MOST SCARED YOU'VE EVER BEEN?

WHAT IS THE MOST FUN YOU'VE EVER HAD?

NAME THREE THINGS THAT YOU DON'T LIKE IN A FRIEND.

WHEN WERE YOU THE MOST AFRAID IN YOUR LIFE?

PICK OUT SOMETHING YOU DID TODAY TO HELP SOMEONE. TELL WHAT YOU DID.

WHAT IS ONE THING YOU CAN DO TO HELP THE AIDE WHEN THE TEACHER HAS TO LEAVE THE ROOM?

HOW DO
THE TE
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WHAT DO YOU THINK WHEN SOMEONE STEPS ON YOUR FOOT IN LINE?

TELL ONE THING YOU DO WITH YOUR MOTHER OR FATHER THAT MAKES YOU HAPPY?

WHAT D
SOMEON
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WHAT DOES THE TEACHER DO THAT MAKES YOU HAPPY?

WHO IS A GOOD FRIEND? WHAT IS THERE THAT YOU LIKE ABOUT THE PERSON?

WHAT D
DO THA
SAD?

A CHILD PLAYS WITH MATCHES AT THE BUS STOP. HE STARTS A FIRE. WHAT SHOULD HE DO?

HOW DO YOU FEEL WHEN ANOTHER PERSON MAKES A FACE AT YOU?

SOMEO
A NAM
HOW D

YOU OMEONE.	WHAT IS ONE THING YOU CAN DO TO HELP THE AIDE WHEN THE TEACHER HAS TO LEAVE THE ROOM?	HOW DO YOU FEEL WHEN THE TEACHER KEEPS YOU IN FROM RECESS?
VHEN DUR	TELL ONE THING YOU DO WITH YOUR MOTHER OR FATHER THAT MAKES YOU HAPPY?	WHAT DO YOU SAY WHEN SOMEONE CALLS YOU MENTALLY RETARDED?
HER DO PY?	WHO IS A GOOD FRIEND? WHAT IS THERE THAT YOU LIKE ABOUT THE PERSON?	WHAT DOES YOUR TEACHER DO THAT MAKES YOU FEEL SAD?
IATCHES STARTS D HE DO?	HOW DO YOU FEEL WHEN ANOTHER PERSON MAKES A FACE AT YOU?	SOMEONE JUST CALLED YOU A NAME. WHAT DO YOU DO? HOW DO YOU FEEL?

WHAT ARE YOUR THREE FAVORITE WORDS?	WHAT DID YOU DREAM ABOUT LAST NIGHT?	HAVE TODAY
SOMEONE KEEPS TAKING YOUR PENCIL. WHAT COULD YOU DO?	YOU ARE DOING YOUR WORK. SOMEONE COMES UP AND HITS YOU. WHAT COULD YOU DO?	YOU R AND K DOWN.
IF YOU HAD YOUR OWN CAR, WHERE WOULD YOU GO?	HOW DO YOU FEEL WHEN SOMEONE DOESN'T LIKE SOMEONE YOU LIKE?	WHAT SOMEO THE T
HOW DO YOU FEEL ABOUT SOMEONE USING BAD LANGUAGE AROUND YOU?	WHAT DO YOU THINK OF STANDING IN LINE?	WHAT YOU L

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WHAT DID YOU DREAM ABOUT
LAST NIGHT?

YOU ARE DOING YOUR WORK.
SOMEONE COMES UP AND HITS
YOU. WHAT COULD YOU DO?

HOW DO YOU FEEL WHEN SOMEONE
DOESN'T LIKE SOMEONE YOU LIKE?

WHAT DO YOU THINK OF
STANDING IN LINE?

HAVE YOU HELPED ANYONE
TODAY? HOW?

YOU RAN ON THE PLAYGROUND
AND KNOCKED ANOTHER CHILD
DOWN. WHAT COULD YOU DO?

WHAT DO YOU THINK OF
SOMEONE WHO TALKS ALL
THE TIME?

WHAT KIND OF PEOPLE DO
YOU LIKE TO PLAY WITH?

HAS ANYONE BEEN NICE TO YOU TODAY? HOW?

WHAT DO YOU THINK MAKES A GOOD TEACHER?

HOW DO
NO ONE
WITH YO

WHAT DON'T YOU LIKE IN OUR CLASSROOM? WHY?

NAME THREE THINGS YOU LIKE IN A FRIEND.

HOW DO
SOMEON

WHAT DID THE TEACHER DO THAT MADE YOU FEEL ANGRY?

WHAT WAS HARD FOR YOU TO DO AT SCHOOL TODAY?

WHO WA
FRIEND

WHAT WAS THE BEST WORK PAPER YOU DID AND WHY?

WHAT MADE YOU FEEL GOOD ABOUT SCHOOL TODAY?

WHAT D
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HAPPY?

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WHAT DO YOU THINK MAKES
A GOOD TEACHER?

NAME THREE THINGS YOU
LIKE IN A FRIEND.

WHAT WAS HARD FOR YOU TO
DO AT SCHOOL TODAY?

WHAT MADE YOU FEEL GOOD
ABOUT SCHOOL TODAY?

HOW DO YOU FEEL WHEN
NO ONE WANTS TO PLAY
WITH YOU?

HOW DO YOU FEEL WHEN
SOMEONE SMILES AT YOU?

WHO WAS BEING YOUR BEST
FRIEND TODAY? WHY?

WHAT DID THE TEACHER
DO TODAY THAT MADE YOU
HAPPY?

WHICH IS A BETTER PET – A CAT OR A DOG? WHY?	WHAT IS THE DINNER YOU LIKE BEST?	IF YOU YOU W YOU BE
WHAT IS A DREAM THAT YOU REMEMBER?	IF YOU COULD BE AN ANIMAL, WHAT WOULD YOU LIKE TO BE? WHY?	WHAT C WHEN T
TELL WHAT YOU WOULD LIKE TO BE WHEN YOU GROW UP.	IF YOU COULD BE SOMEWHERE ELSE, WHERE WOULD YOU BE?	TELL FAVOR
WHAT'S THE BEST BOOK OR STORY THAT YOU REMEMBER?	WHAT IS THE TV PROGRAM YOU LIKE BEST?	USE "F SENTE

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K OR
EMBER?

WHAT IS THE DINNER YOU LIKE BEST?

IF YOU COULD BE AN ANIMAL, WHAT WOULD YOU LIKE TO BE? WHY?

IF YOU COULD BE SOMEWHERE ELSE, WHERE WOULD YOU BE?

WHAT IS THE TV PROGRAM YOU LIKE BEST?

IF YOU COULD BE ANYONE YOU WANT, WHO WOULD YOU BE?

WHAT CAN YOU DO FOR FUN WHEN THE TV IS OUT?

TELL ABOUT YOUR FAVORITE GAME.

USE "FRIEND" IN A SENTENCE.

WHAT MAKES YOU FEEL GOOD?	IF YOU COULD GO ON A TRIP, WHERE WOULD YOU GO?	TELL A FOOD.
USE THE WORD "HAPPINESS" IN A SENTENCE.	WHAT ARE YOU MOST AFRAID OF?	WHAT M
WHERE WOULD YOU LIKE TO BE RIGHT NOW?	WHAT DO YOU THINK ABOUT IF YOU GO TO THE DOCTOR?	WHAT
USE "LOVE" IN A SENTENCE.	IF YOU COULD CHANGE YOUR NAME, WHAT ONE WOULD YOU CHOOSE?	TELL H SOMEON

IF YOU COULD GO ON A TRIP, WHERE WOULD YOU GO?

WHAT ARE YOU MOST AFRAID OF?

WHAT DO YOU THINK ABOUT IF YOU GO TO THE DOCTOR?

IF YOU COULD CHANGE YOUR NAME,WHAT ONE WOULD YOU CHOOSE?

TELL ABOUT YOUR FAVORITE FOOD.

WHAT MAKES YOU SAD?

WHAT MAKES YOU ANGRY?

TELL HOW YOU CAN SHOW SOMEONE YOU LIKE HIM.

YOU ARE THE TEACHER. WHAT WOULD YOU DO WHEN SOMEONE TELLS YOU, "DANNY SAID A NASTY WORD"?

WHEN YOU GET MAD, WHAT DO YOU DO? DOES IT HELP?

IF YOU COULD SIT ANYWHERE IN THE ROOM, WHERE WOULD YOU CHOOSE?

TELL HOW YOU WOULD FEEL ABOUT HAVING A 6TH GRADE STUDENT HELP YOU IN ARITHMETIC, SPELLING, OR READING.

READ THESE NUMBERS:
24 - 14 - 4

TELL HOW YOU FEEL WHEN ANOTHER CHILD BUMPS INTO YOU?

WHEN YOU ARE HAVING TROUBLE WITH A MATH PROBLEM, TELL WHAT YOU WOULD LIKE THE TEACHER TO DO.

TELL WHAT THESE MATH SIGNS MEAN:

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R. WHAT SOMEONE AID A	READ THESE NUMBERS: 24 - 14 - 4	TELL WHAT YOU LIKE DOING MOST IN OUR CLASSROOM.
VHAT ELF?	TELL HOW YOU FEEL WHEN ANOTHER CHILD BUMPS INTO YOU?	USE THE WORD "I" IN A SENTENCE.
VHERE VOULD	WHEN YOU ARE HAVING TROUBLE WITH A MATH PROBLEM, TELL WHAT YOU WOULD LIKE THE TEACHER TO DO.	THE TEACHER EXPLAINED A READING WORK SHEET. WHEN YOU GOT TO YOUR SEAT, YOU DIDN'T KNOW WHAT TO DO. TELL WHAT YOU WOULD LIKE DONE.
FEEL RADE ARITHMETIC,	TELL WHAT THESE MATH SIGNS MEAN: = + > ≥	HOW DO YOU THINK SOMEONE FEELS WHO THROWS HIS PENCIL OR ERASER?

GUESS THE FEELING

Purpose:

1. To help children learn to identify and verbalize certain feelings: anger, fear, satisfaction, disappointment, sadness, happiness, and caring.

2. To help students learn how these feelings may be communicated nonverbally.

Materials:

1. One set of feeling cards.

2. One board with the following feelings listed: angry, afraid, satisfied, disappointed, sad, happy, caring.

Instructions:

1. General. This game seems to work best with a small group (four or five students) rather than a larger group (six to twelve).

   The first task is to introduce the game to the students by showing them the illustration board with the feelings listed on it. It is useful to elicit discussion from students as to the meaning of each of the feelings (e.g., What is anger? How do you know when you are angry? How can you tell if your best friend is angry?). This discussion can immediately precede playing the game or be as long as a day before (e.g., You might have them list the feelings and watch for expressions of these feelings at home as a night-before assignment).

2. Verbal. The game can be played verbally or nonverbally. Children gather in a small group standing or sitting. The feeling cards are placed in the center of the circle. A volunteer begins the game by picking up the top card. He (she) reads the sentence stem to the group and then chooses a person from the group to "guess his feeling." The illustration board should be in clear sight so that group members can read the seven feeling names. If the feeling is not guessed by the first person chosen, another student should be chosen until the feeling is identified. The person who identifies the feeling then goes to the center of the circle and pulls the next card, and the game goes on.

The teacher may use the time after the feeling has been identified to ask about what "cues" were used to identify the feeling. Was it the sentence itself? The tone of his voice? Did the sentence reflect something that happened to you recently?

Some children may have difficulty reading the cards. Another student, the teacher, or the teacher's aide may be asked to huddle with the student to help him read the card.

The teacher can set the tone of the game by participating. If the teacher tries to communicate the feeling seriously, the student will recognize this.

3. Nonverbal. Playing the game nonverbally seems to be more fun. The nonverbal game may follow the verbal use of the game or may be played without any previous use at all. The game is played in the same fashion except that the student reads the card to himself and then acts out the feeling.

   The main importance of this mode is paying attention to nonverbal cues: facial expressions, body posture, eye contact, and so on.

   Again the teacher may wish to ask the student to say why he (she) guessed the feeling. This will elicit a discussion as to what nonverbal cues the children attend.

   A variation of the nonverbal mode is to have the student in the circle choose a partner to act out the feeling with him. It is easier to show anger toward someone than nonspecifically. This also may liven up participation.

4. Variations. In time children will learn the feelings on all the cards by association. One variation is to have them make their own cards. They can either write them out or talk into a tape recorder to be transcribed later. It may be useful to ask them to use examples from their own experience — classroom, home, and so on.

   This game has been structured to be fairly noncompetitive. That is, there is no grand winner who accumulates the most "guessed feelings." However, some students might enjoy competition. This could be engineered using some sort of point/reward system if it were deemed useful.

Another variation is guessing multiple feelings. It is a simplification to think of people having one feeling alone. This game could be played verbally and nonverbally to guess the feelings that occur (e.g., I was both sad and disappointed).

It is important that students understand the differences between feelings. For example, disappointment usually occurs when a goal is not obtained. Disappointment differs from sadness. Sadness is when something or someone has been lost. Analogously, anger differs from fear and so on. These discriminations will be part of the game later on. One precautionary note: Too elaborate a discussion may bore students because of their short attention span.

WHEN I EAT A GOOD MEAL, I FEEL ______________.

WHEN MY TEAM WINS A GAME, I FEEL ______________.

WHEN
AND M
I FEEL

WHEN I THINK I DID POORLY ON A TEST AND THE TEACHER IS GIVING OUT GRADES, I FEEL ______________.

WHEN MY FATHER GOES AWAY ON BUSINESS TRIPS, I FEEL ______________.

WHEN
MISTAK

WHEN I DIDN'T GET THE BICYCLE I WANTED FOR MY BIRTHDAY, I FELT ______.

WHEN I WASN'T INVITED TO THE PARTY, I FELT ______.

WHEN
FOR T
FELT

WHEN MY FRIEND HELPS ME, I FEEL ______________.

WHEN I KNOW SOMEONE LOVES ME, I FEEL ______________.

WHEN
ME, I

MEAL, I
________.

OORLY ON
CHER IS
I FEEL
________.

HE
OR MY
________.

LPS ME,
________.

WHEN MY TEAM WINS A GAME,
I FEEL ____________________.

WHEN MY FATHER GOES AWAY
ON BUSINESS TRIPS, I FEEL
____________________________.

WHEN I WASN'T INVITED TO
THE PARTY, I FELT _________.

WHEN I KNOW SOMEONE LOVES
ME, I FEEL _______________.

WHEN I DO SOMETHING WRONG
AND MY PARENTS FIND OUT,
I FEEL _____________________.

WHEN I MAKE A STUPID
MISTAKE, I FEEL __________.

WHEN I DID NOT GET CHOSEN
FOR THE TEAM I WANTED, I
FELT _______________.

WHEN SOMEONE IS PROUD OF
ME, I FEEL ______________.

WHEN I AM IN A STRANGE PLACE WITH PEOPLE I DO NOT KNOW, I FEEL ____________.

WHEN SOMEONE TELLS ME I DID A GOOD JOB, I FEEL ________________________.

WHEN MY FRIEND NEEDS ME, I FEEL ________________.

WHEN MY PARENTS FIGHT, I FEEL ________________.

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WHEN MY BROTHER TOOK MY BICYCLE WITHOUT ASKING, I FELT ________________.

WHEN NO ONE IS HOME AND I AM ALONE, I FEEL ______________.

WHEN I THOUGHT THE TEACHER DID NOT LIKE ME, I FELT __________________________.

WHEN I THINK I LOOK NICE, I FEEL _______________.

WHEN
HAVE
FEEL

WHEN
LIGHT

WHEN
STILL
FEEL

WHEN
I FEEL

78

NGE DO NOT ________.	WHEN MY BROTHER TOOK MY BICYCLE WITHOUT ASKING, I FELT ________________.	WHEN MY PARENTS TELL ME I HAVE TO DO SOMETHING, I FEEL ________________.
S ME I L ________.	WHEN NO ONE IS HOME AND I AM ALONE, I FEEL ____________.	WHEN THERE IS THUNDER AND LIGHTNING, I FEEL ________.
DS ME, ________.	WHEN I THOUGHT THE TEACHER DID NOT LIKE ME, I FELT ______________________.	WHEN I TRY REALLY HARD AND STILL DO NOT DO WELL, I FEEL ________________.
GHT, I ________.	WHEN I THINK I LOOK NICE, I FEEL ______________.	WHEN I DRAW A GOOD PICTURE, I FEEL ________________.

WHEN I GET A PRESENT I LIKE, I FEEL ________________.

WHEN I PASS A TEST THAT I THOUGHT I FLUNKED, I FEEL ______________.

WHEN S
FEEL

WHEN THE ICE CREAM FELL OFF MY ICE CREAM CONE, I FELT ________________.

WHEN I STUDY HARD AND DO WELL, I FEEL ___________.

WHEN
DIED,

WHEN MY PARENTS GIVE ME A HUG, I FEEL __________.

WHEN I AM CLOSE TO SOMEONE I LOVE, I FEEL _____________.

WHEN
TOWN
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ME
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WHEN I PASS A TEST THAT I THOUGHT I FLUNKED, I FEEL ________________.

WHEN I STUDY HARD AND DO WELL, I FEEL ______________.

WHEN I AM CLOSE TO SOMEONE I LOVE, I FEEL ________________.

WHEN SCHOOL IS OUT, I FEEL __________________.

WHEN MY FAVORITE PET DIED, I FELT __________.

WHEN I MOVED TO A NEW TOWN AND HAD TO SAY GOODBYE TO MY FRIENDS, I FELT ________________.

PLUS AND MINUS

(+) (-)

Purpose:

1. To help students understand which of their behaviors are likeable and which are not likeable as viewed by themselves and by others.
2. To teach students that each person has strengths and weaknesses.

Materials:

1. Plus and Minus game sheets (one for each participant).
2. Spinner or dice.

Instructions:

The first task is for the teacher to explain to students that each of us does things that we like and things that we do not like. Each of us has "pluses" and "minuses." No one has all pluses nor all minuses; we are mixtures of both. In addition, the plus or minus depends upon whose reaction it is; e.g., I may do something I like which may bother others. Thus, the plus or minus depends upon whom you are asking.

1. Self: In this case we are asking each student to rate himself. The teacher teacher passes out the game sheets to each player. The students are to listen as the teacher reads each item, one through ten. Each player rates himself after each item is read. (Some students may be able to read the statements themselves.) Some explanation of the statement may be necessary; i.e., "I lose control easily" means "I get mad without reason," etc. As the statements are read, each student should have put "+'s" and "-'s" by the ten statements. If the student does not feel this is a characteristic of his behavior, he records "O" by the statement. Check to be sure each student has completed this.

   Once rating sheets are completed, the game can begin. Turn your classroom into a "game walk" with twelve to fifteen steps. (See example which follows.) You can chalk numbers on the floor or number construction paper and place it on the floor, or use any other means of making a weaving game board of your classroom space.

A volunteer starts the game by rolling dice. If number "6" comes up on the dice, he would look at his game sheet. If he has a "+" on item 6, he moves ahead two spaces on the game walk. If he has a "-" on item 6, he moves back two spaces. (Starting out from Step 1, this would mean that he simply does not get to start.) If he has a "0" on the item, he rolls again.

Players rotate fairly at the dice, reading their pluses and minuses. The winner is the person who first crosses the goal.

This game is best played with a small rather than a large group.

2. Other. A more complex version of this game, more applicable to older children, involves sharing the self-ratings before the game begins. Each participant would read his pluses and minuses to the group and then receive feedback on how they saw his behaviors. What may be a plus for an individual may be a minus for other class members. This is only recommended for children who can listen to feedback without losing control.

3. Saving game sheets. Sheets and ratings should be saved to compare over a period of time. Which pluses and minuses are the same? Which have changed? Which do you wish had changed? How can class members help you change these behaviors?

4. Comments. The game can provide a rich learning about recognizing likeable and dislikeable behaviors. Teachers can take the opportunity to comment on the behavior, plus or minus, as they are disclosed. It is also useful for the teacher to participate in this game.

PLUS AND MINUS GAME SHEET

(+)* (–)*

NAME ______________________________ DATE ________________

1. I WORK QUIETLY.
2. I FINISH A TASK BEFORE LEAVING MY SEAT.
3. I RAISE MY HAND FOR ATTENTION.
4. I ACCEPT CRITICISM WITHOUT BEING UPSET.
5. I TAKE TURNS WITH OTHERS IN GAMES.
6. I FOLLOW RULES SET BY OTHERS.
7. I CONTROL MY TEMPER.
8. I THINK ABOUT THINGS BEFORE I ACT.
9. I LISTEN TO OTHERS WHEN THEY TALK.
10. I KEEP MY HANDS OFF OTHERS' PROPERTY.

WHERE DO YOU STAND?

SCORE + ☐ Yes, I do these.

SCORE - ☐ No, I don't.

SCORE 0 ☐ Never have!

* + Means yes, I do these things.
* - Means no, I do not do these things.

PLUS AND MINUS GAME SHEET

(+)* (–)*

NAME ______________________________ DATE ______________

1. I DISRUPT OTHERS' WORK.
2. I FIDGET A LOT.
3. I RAISE MY HAND FOR ATTENTION.
4. I DO NOT ACCEPT CRITICISM WITHOUT BEING UPSET.
5. I DO NOT TAKE TURNS WITH OTHERS IN GAMES.
6. I DO NOT FOLLOW RULES SET BY OTHERS.
7. I LOSE MY TEMPER.
8. I DO THINGS WITHOUT THINKING.
9. I LOSE CONTROL EASILY.
10. I SOMETIMES CRY FOR NO REASON.

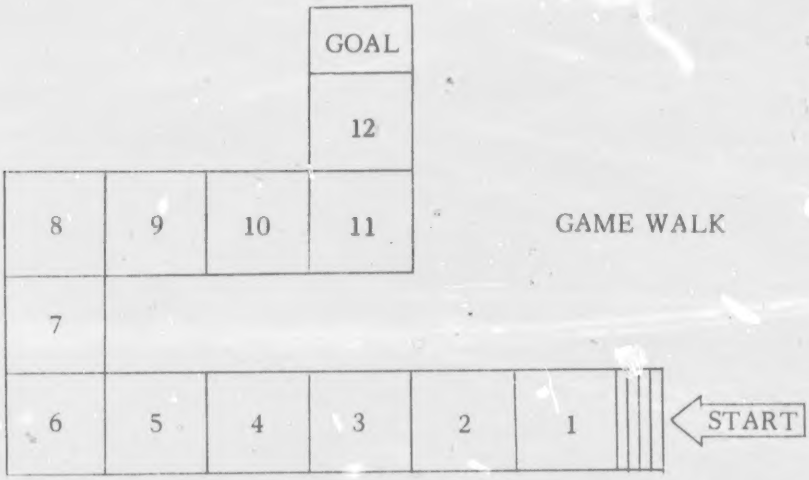
WHERE DO YOU STAND?

WHERE DO YOU STAND?	SCORE +	☐	Yes, I do these.
	SCORE -	☐	No, I don't.
	SCORE 0	☐	Never have!

* + Means yes, I do these things.

* - Means no, I do not do these things.

FLOOR PLANS FOR PLUS AND MINUS GAME


GOAL
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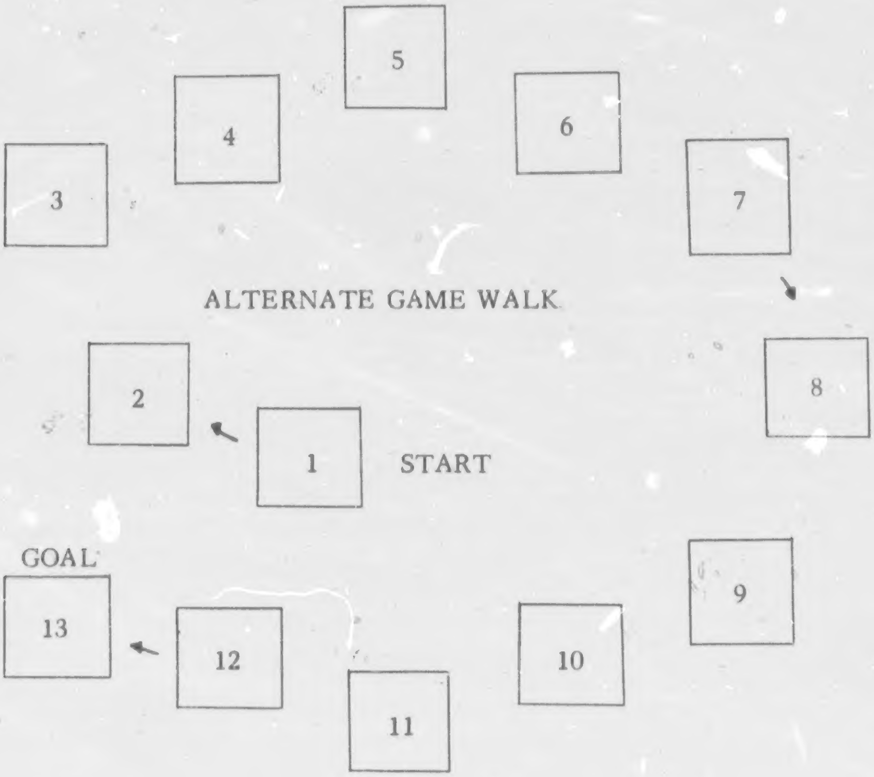
GAME WALK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ALTERNATE GAME WALK

SHADES OF GRAY

Purpose:

1. To see values in terms other than black or white.
2. To explore ideas in the inbetween gray zone.

Materials:

1. Chalkboard or long strips of butcher paper.
2. Felt pen.

Instructions:

1. The first step is to identify a controversial issue of interest to your class and write it on the paper. Some samples are:
    a. Is it fair to expect me to always do what the teacher says?
    b. Should I have my way when I play with others?
    c. Is it all right to hurt someone's feelings if you don't like him?

2. Identify and write four or five possible positions on the issue. For example, possible positions for issue b. are:
    a. We should take turns.
    b. Yes, when I don't like what the others want.
    c. Yes, I should always do what I want.
    d. Depends on whether I am playing with friends or not.

    Brainstorm and record ideas supporting each position.

    Challenge each child to select a position that is not close to his own feelings and justify this position.

3. Also, you could follow up with each child selecting the position closest to his true feelings and justify this position.

    At any time if a child is too fearful to express himself, he should be allowed to pass; but, if he becomes stimulated to respond, he can reenter the discussion. The teacher needs to avoid influencing the class by comments, voice tone, expression, etc. However, the teacher can participate toward the end of the exercise after the children have had a chance to think things through.

WHAT IS IMPORTANT?

Purpose:

To help students identify the priorities in their own value system.

Materials:

1. Chalkboard or chart paper.
2. Felt pen.

Instructions:

1. Have class members name things they value; i.e.:
   a. Honesty.
   b. Being treated fairly.
   c. Having others like me.
   d. Having someone say nice things about me.
   e. Fair play.
   f. Not being lied to,

   List five to fifteen values, or whatever seems appropriate for your class, on the chalkboard or chart. Use capital letters to identify each value.

2. Have your class number a blank piece of paper one through five or whatever number of values you have selected. Then have each child choose the value that is most important to him and place its letter next to the "1" on his sheet; then select the value which is second most important and place its letter next to the "2," etc. This process should continue until all values are placed in rank order.

Variations:

1. If desirable, the value list could be typed and the children could fill in numbers to show their rank-order preference.
2. The individual lists could be used to arrive at a rank-order value list for the class as a whole.

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YES OR NO OR?

Purpose:

This exercise encourages pupils to find meaning in the "shades of gray areas" between the two end points of a continuum. Also, they learn to make public affirmation of their opinions and beliefs.

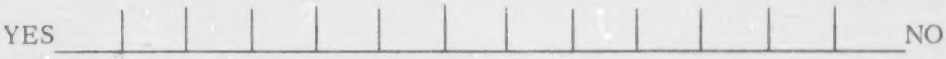
Materials:

1. A chalkboard or butcher paper.
2. Felt pen.
3. Masking tape.

Instructions:

1. Use the class to help you select an issue of interest to them. For example, "Is it ever right to tell a lie?" Draw a long line on the board or paper. Discuss the two end points with the class and develop two polar positions on the issue such as yes or no and place them on the end points. Then mark a series of points along the continuum and help the class understand that these represent the numerous other positions between the extremes of yes or no. Your continuum could look like this:

IS IT EVER RIGHT TO TELL A LIE?



2. Challenge the students to briefly describe where they feel their opinions would fit on the continuum without giving their reasons. Later on they can share their reasons for their positions. Permit a child to pass if he cannot state a position at this time. After a child has stated his position, he can mark the spot on the continuum with his name on masking tape. The teacher may choose to do the above activity or pass.

3. With several positions stated and marked on the continuum, the class should be ready to engage in a free-wheeling discussion of their reasoning.

4. Children can change their position on the continuum by moving the tape marker. They should be permitted to do this as they gain new insights.

Possible Problems:

1. Clustering on the continuum due to: peer pressure, fear of being different, an unimaginative continuum, coincidence, or laziness which prevents consideration of the issues.

   Have the children write their answers on a piece of paper and then randomly choose answers to post on the continuum. Be careful not to divulge the identity of the author. If clustering is still a problem, examine your continuum to see if it is too far above or below your group.

2. Many people will take the middle position publicly, thereby avoiding the need to think critically, or avoiding conflict with others. By explaining that it is unusual to be exactly in the middle of an issue in real life, the teacher can eliminate the middle of the continuum.

3. A teacher may unknowingly influence a student's choice. Remember, a wide range of opinion usually means that good thinking about the issue has occurred. Avoid the pitfalls of verbal or nonverbal communication of your values or feelings to the class.

EXPERIMENT IN COOPERATION: THE SQUARES GAME

Purpose:

1. To analyze certain aspects of cooperation in solving a group problem.
2. To become more sensitive to the way in which one's behavior may help or hinder joint problem solving.

Materials:

See Puzzle Preparation.

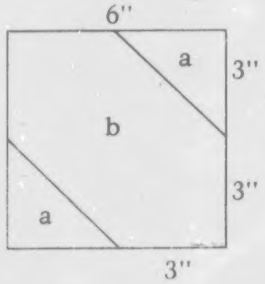
Instructions:

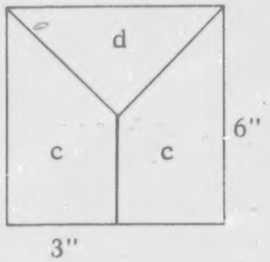
1. Before class prepare a set of squares and an instruction sheet for each group of five students.
2. Divide the class into groups of five and seat each group at a table supplied with a set of envelopes and an instruction sheet.
3. Ask that the envelopes be opened only on signal.
4. Begin the exercise by asking what cooperation means. List on the board the requirements for cooperation. For example:
   a. Everyone has to understand the problem.
   b. Everyone needs to believe that he can help.
   c. Instructions need to be clear.
   d. Everyone needs to think of the other person as well as himself.
5. Describe the experiment as a puzzle that can be solved only by cooperation. Read the instructions and rules aloud; then give the signal to open the envelopes.
6. When all or most of the groups have finished, call time and discuss the experience.
   a. Who was willing to give away pieces of the puzzle?
   b. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzles?

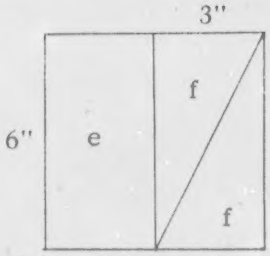
Preparation of Puzzle:

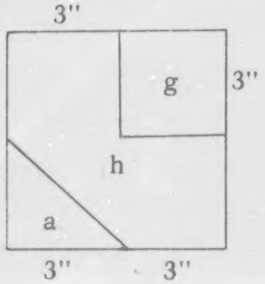
A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will cover 6-inch squares. Cut the squares into parts and lightly pencil the letters "a" through "j" as shown below. Then mark the envelopes A through E and distribute the pieces thus:

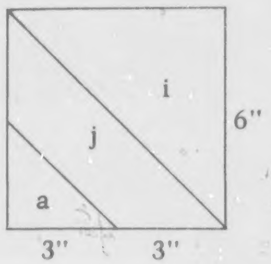
Envelope A — j, h, e
B — a, a, a, c
C — a, i
D — d, f
E — g, b, f, c











Erase the small letters on the pieces and instead write the envelope letters A through E so that the pieces can be easily returned for reuse.

Several combinations of the pieces will form one or two squares, but only one combination will form five squares.

Instructions for Students:

Each person should have an envelope containing pieces for forming squares. At the signal the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the Rules:

1. No member may speak.
2. No member may signal in any way that he wants a card.
3. Members may give cards to others, BUT NO ONE MAY TAKE A PIECE OF A CARD FROM ANOTHER.

ONE-WAY COMMUNICATION

Purpose:

To illustrate ineffectiveness of communicating only one way.

Materials:

1. Board or screen to separate students seated at a table.
2. Two sets of five or six different shapes and/or sizes. Fewer shapes for young children.

Instructions:

1. Teacher relates the following instructions to the students:
    a. Two children sit on each side of a screen. They are instructed that each child is going to lay the shapes on the table so that both sets match.
    b. Neither child can look at the other child's shapes.
    c. One child is instructed to tell the other child where to place his shape. The second child may not speak.
    d. The object is to lay both sets of shapes on the table exactly alike with only one child speaking.

2. At the close of the exercise ask the two participating students to rate their effectiveness.

	Estimated to be correctly placed	Actually correct
Talker		
Listener		

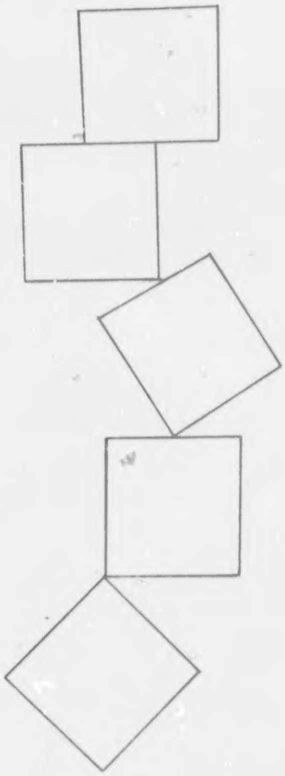
3. Two-way communication. Repeat the same problem but allow both students to talk. Ask students to estimate those correct as in #2 above.

Estimated	Accurate

4. Compare results and discuss.
   a. What effect did no question asking have on the first two students?
   b. Did the listener feel frustrated?
   c. Did two-way communication raise the accuracy?

5. Variations I and II on the following pages may be used if no three-dimensional shapes or sizes are obtainable. Older children may be more capable of completing the variations.

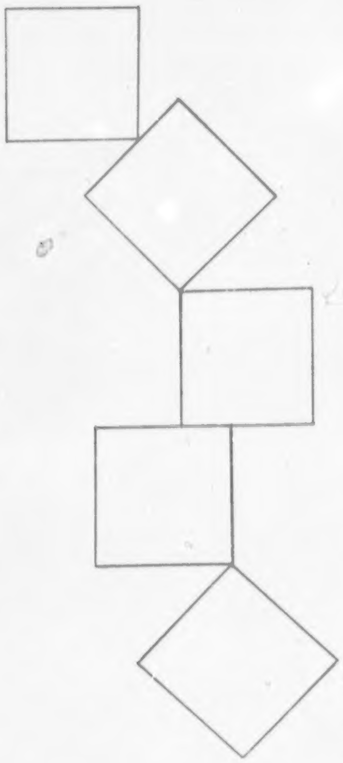
ONE-WAY COMMUNICATION



Variation I

Teacher explains the following instructions to the class:

1. Study the figures above.
2. With your back to the group, you are to instruct the students how to draw them.
3. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one.
4. No questions are allowed.



Variation II

Teacher explains the following instructions to the class:

1. Study the figures above.
2. Facing the group, you are to instruct the participants how to draw them.
3. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one.
4. Answer all questions from students and repeat if necessary.

TOWER BUILDING

Purpose:

To examine the processes of group task handling and decision-making when they are done under the pressures of time and competition.

Materials:

1. 6 pieces of thin cardboard (size of newsprint).
2. 20 manila file folders.
3. $\frac{1}{4}$ ream each of several colors of art paper size $8\frac{1}{2}$ x 11.
4. 3 newspapers and 2 magazines (any size).
5. 1 ball of string; 1 box of paper clips; 1 role of masking tape.
6. 1 roll of scotch tape; 2 pairs of scissors.
7. 4 pieces of tissue wrapping paper.

Instructions:

1. This exercise is appropriate for grade 3 and above. It calls for two 20-minute periods and may be accomplished in a single class period.
2. Divide the class into groups of seven and designate two observers for each.
3. Describe the task (during the first 20-minute period) using only the materials provided. The task is to build a tower which best characterizes each group.
4. Rules:
   a. Tower must be freestanding.
   b. Time allowed for building will be exact, divided into two 20-minute periods with a five-minute warning signal and a 30-second count-down at the end of each period. For each second taken over the time limit, a point is deducted from the score.
   c. Observers may not participate and must remain silent.
   d. Constructions will be judged by outside "architectural experts" (such as other teachers, students, or principal).

5. Give a signal for the groups to begin tower building, and give the appropriate warning signals in due course.

6. Have the judges, without asking questions, establish a rank order of the constructions on the basis of originality, creativity, use of materials, and "the message" received.

7. During the second 20-minute-period, have the observers for each group summarize the discussion and the action in their groups.

8. In the discussion that follows, raise these questions:
   a. What decisions were made about tower design, and who made them?
   b. What other points of decision or crisis were encountered?
   c. Who exercised influence in each group?
   d. Who seemed to have no influence?
   e. How were human resources applied in each group?
   f. To what extent were alternatives explored before undertaking a particular task?
   g. To what extent did each group stay with a plan once adopted?
   h. What similarities and differences in the behavior of individual members were observed in this group in comparison with other groups?

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SEVEN QUESTIONS

Purpose:

To initiate feedback in a group to become more aware of how the students are beginning to know one another.

Materials:

None.

Instructions:

Write the following questions on newsprint or on a blackboard:

Whom would you choose in this classroom . . .

1. for a boss?
2. to send on an important mission?
3. to discuss a new idea with?
4. as a buddy to play with?
5. to ask for help if you were in serious trouble?
6. to be marooned with on a tropical island?
7. to invite you to go on a trip with him?

THE FISHBOWL

Purpose:

To help increase participation in a discussion; to increase each student's awareness of his effect on other students.

Materials:

None.

Instructions:

1. Briefly explain to the class the purpose of the exercise and how it will work. Divide the class into two groups. One group forms the outer circle and should listen to and watch in silence the second group or inner circle. The outer group's assignment is to: (a) (one child) count how many participated in the discussion; (b) (one child) notice how many people look as if they wish to say something but do not; (c) (one child) keep track of who interrupts and who is interrupted.

2. The inner group begins its discussion while the outer group observes. Brief silences may occur, but ordinarily a member of the group will break the silence. Discussion topics: (a) my favorite T. V. program; (b) where I wish I were in five years; (c) our next field trip; (d) how I felt when I was called "dumb."

3. The timekeeper calls time on the discussion. (Allow 10-15 minutes for the discussion.) The observers report on what they saw and heard while the inner group listens silently. (This should take 5-7 minutes.) The teacher records answers on a chalkboard.

4. The groups exchange seats and repeat the process. (optional)

5. Analysis of the assignments:
   Write these questions on the board:
   What things hindered our discussion?
   What things helped it?
   Was it worthwhile to have this kind of discussion?

In summing up what helps and what hinders a discussion, you might mention that discussion is better when we:

a. Listen and build on what has been said before.
b. Give others a chance and help those who seem to want to join in but do not.
c. Accept other people's opinions as valid for ourselves.

STOP THE ACTION

Purpose:

To develop an increased awareness of how we are performing a task and to be able to select the more effective members of the group.

Materials:

1. Paper.
2. Pencils.
3. Crayons.
4. Poster paper.
5. Sample symbols to select from.
6. Pictures.

Instructions:

1. Select subject to be discussed. Examples are symbols which can become a sign of the classroom or an idea which may become a classroom mural.

2. Divide the class into workable groups. State time limit (approximately 15 minutes) group will have to create a class sign or a mural subject to be painted later.

3. When the group has worked 10 minutes, stop the participants and guide discussion toward the following questions:
    a. Is everyone in the group participating?
    b. Whose ideas are being carried out?
    c. How are things being decided?

   This is getting the children to see what's happening in their group.

4. After the analysis, tell the group to take five to ten minutes to complete the project or the project plans.

5. Post the completed projects. Discuss "Looking at How We Work Together."
    a. Were you influenced during the second work period by having been stopped to consider how you were working?
    b. In what way?
    c. How might your group have improved the way it worked?

THE LISTENING GAME

Purpose:

To learn that listening is an active task.

Materials:

None.

Instructions:

1. Set up the class with an inner and outer circle as in the Fishbowl exercise.
2. Discussion centers on subject of special interest to class.
3. After the discussion is underway, interrupt the class and tell them that before anyone speaks, he must first repeat what the previous speaker has said to that person's satisfaction. Tell the observers to give an accurate account of what their speakers have said and to notice if they are actually listening to each other. After the exercise hold a brief discussion on how the echoing rule affected individuals. Many students will be amazed to discover what poor listeners they are — often because they are so absorbed in what they are going to say when the other person stops talking. The next day have the participants and observers exchange places and repeat the process.

FINDING A CONSENSUS

Purpose:

To provide practice in working cooperatively to gain a consensus among members of a group.

Materials:

None.

Instructions:

1. Have the students individually indicate agreement or disagreement with each of the statements in the selected list below.
2. After a diversity of opinion has been expressed, have the group arrive at a consensus.
3. Ask the group to discuss the difficulty in arriving at "consensus." It is not essential that those in the group finish their task but rather share their opinions of the values inherent in each statement.

List I

1. Most students don't like school work and will do anything to keep from doing it.
2. Working hard and thinking hard are no different from playing and resting.
3. Because most people do not like work, they have to be pushed and told what to do, sometimes even threatened with punishment to make them do work for a certain purpose.

List II

1. A person can teach something to another.
2. Most persons are more likely to change their behavior when they feel they are understood and accepted by others.
3. By understanding others better, we understand ourselves better.
4. People respect others to the extent they respect themselves.

CLASSROOM RELATIONSHIPS

Purpose:

To reveal the pattern of interdependence in classroom relationships.

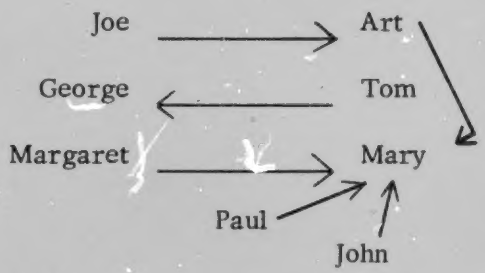
Materials:

None.

Instructions:

1. Ask each person to submit quickly the names of those whom he has asked for cooperation of any sort.

2. Chart the names on the board. This can best be done by placing the names in a circle. Draw arrows indicating the direction of choice. It may look like this:



What does the chart suggest about working relationships in this group?
Who has power and influence in the group? What accounts for this?
Is there too much dependence? Too much independence?
What are the reasons for the choices?
If the child chosen is helping another child, could you choose someone else?

"I CHOSE YOU BECAUSE –"

Purpose:

To help students establish working partnerships.

Materials:

None.

Instructions:

For students:

> From time to time you find yourself working with a partner, and you provide each other with ideas. It is sometimes helpful to be placed in a working relationship with someone who differs widely from you in his interpretation of the world about us.

NOTE: Point out that this exercise is not intended either to sound like a normal conversation or to replace it. Although it may seem strange and sound phony, the exercise is useful in changing the emphasis in conversation from telling to listening.

For teacher:

1. Instruct the students to pair themselves by trying to find another person who seems to be as different from himself as possible, based on whatever means they wish – habits of speech, dress, views, or impressions. Persons who are strangers to each other may assume initially that they are different.

2. After the pairs are formed and situated so they may converse, ask one to tell the other why he was chosen as a partner. Have the second person, the listener, repeat the speaker's statements word for word before telling his own reasons for seeking the other as his partner. (If desired, illustrate how the conversation might go by role playing, or use only one pair at a time and have the others observe.

3. After 10-12 minutes, terminate the conversation between the pairs and hold a group discussion based on the following questions:
   a. How did it feel to have your statements repeated word for word?
   b. How did it feel to be required to repeat someone else's statements before giving your own views?
   c. For how long could that pattern be continued without considerable uneasiness and discomfort?

BRAINSTORMING

Purpose:

To teach problem solving through group discussion.

Materials:

1. Newsprint (or wrapping paper).
2. Marking pens or crayons.

Instructions:

1. Choose beforehand a specific planning task for the class. (Some suggestions: planning for special events such as parent-visiting day; making the classroom more attractive; arranging for commencement exercises.)
2. Introduce the topic of brainstorming. It can be described as a first step in problem solving, a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible without criticism by anyone.
3. Divide the class at random into groups of three to five students. Each group should have newsprint or wrapping paper. Have each group select a recorder. In primary grades the recorder could be a classroom assistant, parent helper, or upper-grade student tutor.
4. Start with a practice session, instructing the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
5. After five minutes stop the listing and have the groups quickly count and share the number of items they recorded.
6. Ask these questions of the group:
   Did everyone get a chance to put in his ideas?
   Were you able to avoid criticizing others' contributions?
7. After the practice session, announce the classroom topic you have chosen and take a few minutes for questions and clarification.

8. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying.)

9. Post the lists so that everyone can see how many ideas emerged in a short time.

10. Work together as a group to select a planning committee to combine ideas.

11. Analysis:
Ask the class the following questions:
Was this a good way to get your ideas expressed?
Did many good ideas come out?
Can you think of other times we might use this method of sharing ideas in the class?

PROBLEM SOLVING STRATEGIES

Purpose:

To study dimensions of problems and to devise strategies for solving them through analysis and discussion.

Materials:

Problem Analysis Questionnaires. (Illustrated below)
Note: Teachers may want to duplicate the questionnaire for their students.

Instructions:

1. The teacher distributes a questionnaire and a pencil to each participant.
2. Students complete the questionnaire, teachers may want to read the instructions and questions to students and complete as a group.
3. Discuss the questionnaire after it is completed.

PROBLEM ANALYSIS QUESTIONNAIRE

Problem Specification:

Think about a problem that is significant in your school situations. Respond to each item as much as you can.

1. I understand the problem to be . . .

2. The following people are involved in the problem:

3. What they did was . . .

4. This problem involves me because . . .

NONVERBAL COMMUNICATION

Purpose:

1. To learn new ways of expressing one's feelings independent of one's vocabulary.
2. To help children define their own feelings more clearly.
3. To focus on nonverbal cues that one emits, often unconsciously. What type of feeling does the exercise elicit?

Materials:

None.

Instructions:

1. Trust Fall: Partners stand, one with his back turned. With his arms extended sideways, he falls backwards and is caught by his partner. Reverse roles and repeat.
2. Trust Walk: One partner closes his eyes and is led around blind — through and over things. Reverse roles and repeat.
3. Trust Run: Outside, one partner closes his eyes and is led by the other in a vigorous run. Reverse roles and repeat.
4. Pushing and Shoving: Partners lock fingers with arms extended over their heads and push against each other, trying to drive one partner to the wall.
5. Progression: Partners sit facing each other sharing their feelings about each other verbally. After two or three minutes, they sit back-to-back and continue sharing verbally. After an additional two or three minutes they sit face-to-face again and communicate without using words.
6. Tug-of-War: Partners imagine a line between them on the floor and have a tug-of-war with an imaginary rope. One partner is to be pulled across the line.

7. Mirroring: Partners stand facing each other. One becomes the mirror image of the other's bodily movements. With hands in front, palms toward partner, they move expressively. Then one closes his eyes and attempts to mirror the slow hand movements of the other (hands almost touching). Reverse roles and repeat.

8. Line-up: The participants line themselves up in accordance with their influence in the group. The final line should be satisfactory to all.

9. Feeling Music: Contrasting styles of music are played (romantic, acid rock, folk, etc.), and participants act out their feelings in dance.

RUMOR CLINIC

Purpose:

To illustrate the distortions in communicating information as it is transmitted from the original source through several individuals to a final destination.

Materials:

1. The Rumor Clinic Message. (See next page.)
2. Blackboard and chalk or newsprint and felt-tip marker.
3. Tape recorder (optional).

Instructions:

1. The teacher selects six members from the group to be the participants.
2. Five of the six participants are asked to go into the isolation room. One will remain with the teacher.
3. The teacher starts the tape recorder if he plans to replay the rumor clinic after the process is completed for clues to distortion.
4. The teacher reads the message to the first participant.
5. The teacher asks the second participant to return to the room.
6. The first participant repeats what he heard from the teacher to the second participant. It is important to keep in mind that each participant is to transmit the message in his own way, without help from other participants or observers.
7. The third participant is asked to return, and the second participant repeats what he heard from the first participant.
8. The process is repeated until all but the sixth participant has had the message transmitted to him.

9. When the sixth participant returns to the room, he becomes the policeman. The fifth participant repeats the message to the policeman, and he in turn writes the message on the blackboard or on newsprint so that the entire group can read it.

10. The teacher then writes the original message, and it is compared with the policeman's message.

11. The teacher leads a short discussion with the entire group on the implications of the rumor clinic experience, utilizing the tape recorder if the rumor clinic has been taped. Observers may be asked to report, followed by reactions of participants.

RUMOR CLINIC MESSAGE

Accident Report:

"I cannot wait to report to the police what I saw in this accident. It is imperative that I get to the hospital as soon as possible."

"The semi-trailer truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but proceeded to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

ALTERNATIVE RUMOR CLINIC MESSAGE

Accident Report:

"I cannot wait to report to the police what I saw in this accident. It is important that I get to the hospital as soon as possible."

"I saw a large boy walking to school this morning, and he hit a little fellow who was walking with him. It seemed as though the little boy was teasing and tormenting the big boy because his teeth were missing in front."

GIVING AND RECEIVING COINS

Purpose:

1. To share the feelings involved with giving.
2. To share the feelings involved with receiving.
3. To share the feelings involved with rejection.

Materials:

Students are each to bring a penny, a nickel, a dime, and a quarter to the group meeting.

Instructions:

1. The teacher indicates to the group that they are going to examine the feelings involved in giving and receiving by participating in the following experiences.
2. Students share their money with a certain member of the group, one by one. Students express why they shared.
3. Students are asked to select from the four coins the coin that best fits their character. The coin is then placed on the floor in front of the student. Possible basis for coin selection might be the size, the utility, the value, the inscriptions, the reliefs, or the composition (sandwich coins).
4. Students will take turns sharing with the group the reasons for their selection of a particular coin.

THE "CHANGE PEOPLE" GAME

Purpose:

Below are listed a number of experiences that can be structured into group meetings for various purposes. The teacher may use them as openers when meetings of the group are infrequent, or he may suggest one or more of them as interventions within a meeting.

Materials:

None.

Instructions:

1. Room-Design Fantasy: Students are asked to close their eyes and to take about three to five minutes silently designing a room for themselves. They are encouraged to try to remember as much detail as possible. Members share their designs with the group and discuss their selections. A self-disclosure exercise is useful in the early life of a group.

2. Opposite Behavior: Students are asked to try to experience the reverse of their feelings and to express themselves verbally and nonverbally.

3. Role Trading: Two group members are asked to trade roles and to try to "be" each other for a few minutes during the group meeting to attempt to enhance empathy for each other.

4. Nonsense Syllables: A student is instructed to try to convey his feelings to another by using nonthreatening nonsense syllables, such as foo, zak, ook, lib, paa, etc.

5. Animal Connotations: Each student chooses animals that he associates with his feeling reactions to each of the other group members. All of the animal connotations of one member are expressed and discussed, then the second member receives his feedback, and so on.

6. The teacher asks the students to take paper and pencil and write down what each cannot say to each of the others, but they are thinking of these things. These are collected, and the teacher reads them aloud anonymously.

7. New Names: Ask students to assume new identities for the duration of the group's life. These new names may be chosen at the first meeting from suggestions based on first impressions.

8. Accommodating: One student plays whatever role that will allow a member to express withheld feelings. The role may be specified by the person who is trying to act out suppressed reactions.

9. Pair Descriptions: Group members pair off and jot down, independently, descriptions of themselves and their partners. They share these with each other to check perceptions and to develop some commitment to each other.

10. Active Listening: One student makes a declaratory statement. The responding member acknowledges the message in the following way: "You feel (somehow) about (something)." The sender simply answers yes or no. Then the respondent may declare something which is to be acknowledged by the first sender. They continue until they are satisfied that they understand each other.

TEAM BUILDING

Purpose:

1. To learn more about one another.
2. To provide a way to express feelings.

Materials:

None.

Instructions:

1. Arrange the chairs in a circle.
2. Introduce the exercise in this way:
   "I will give you an incomplete sentence, and I want each of you to tell how you feel."
3. Topics:
   a. When I first came to this school, I felt . . .
   b. At school my greatest strength is . . . (brag about yourself)
   c. I usually try to make people think I am . . . (facade)
   d. What I am afraid is going to happen is . . . (use any time reference)
   e. To me trust is a matter of . . .
   f. The hardest kind of person for me to get along with is . . .
   g. In this classroom I have felt . . .
4. On another newsprint, by way of summary, show that the incomplete sentences were chosen to give an opportunity to do the following:
   a. Talk about feelings.
   b. Build trust.
   c. Build openness.

DIAGNOSING A CLASSROOM PROBLEM

Purpose:

To move from creative thinking to creative action and to learn to become more effective problem solvers.

Materials:

None.

Instructions:

1. Begin a discussion of classroom problems such as tardiness, discipline, and the like.
2. Draw this form on the board:

Problem:

Goal:

Helping Forces	Holding Forces

3. Ask class to list problems which hinder solution and factors contributing to the solution.
4. Circle factors which class feels it can improve upon and/or hindering factors which could be eliminated or improved upon.
5. List action steps.
6. Review the steps you have listed and circle those which seem promising.
7. List the steps you have circled. Then for each such step list the materials, people, and other resources which are available for carrying out the action.
8. Review the final list of action steps and resources and think about how each might fit into a comprehensive framework of action. Eliminate those which do not seem to fit into the overall plan, and think about a possible sequence of action.

Analysis:

Ask the following questions of the class:

1. What do you think of this way of working on a problem?
2. Do you feel that we are any closer to a solution?
3. List other situations which could be discussed.

BEHAVIOR STYLES

Purpose:

1. To assist students in becoming aware of their own behavior styles, sensitive to styles of others, and to become better and more critical observers.

2. To develop an awareness of the choices one has when confronted with life styles which are different from that to which he is accustomed.

Materials:

1. Chairs for two circles.

2. Chalkboard or paper for recording.

Instructions:

Introduce the topic of behavior styles. Suggested comments:

1. Much of the work we do in life requires working with others.

2. There are usually reasons for people acting as they do (noise, frustration, tension, boredom, inattentiveness, lack of comprehension, feelings of insecurity, poor self-image.)

3. When we understand each other better, we can work together more effectively and with greater enjoyment. To achieve that understanding, we must start with the attitude that each person has reasons for the way he acts whether we like it or not.

4. Ask the class to list ways in which individuals differ. Record the list on the blackboard paired in opposites.
   Example: Some People
   —are quiet
   —fool around
   Others
   —talk meaninglessly
   —use fewer well-chosen words
   —stick to the subject

5. Rearrange the class into workable groups. Use an inner and outer circle. Each group will choose a pair category for discussion.

6. Ask those in the inner group to discuss why they act as they do, making sure each member discusses his behavior, not that of the group or that of any other member. After each member expresses himself, ask those in the group to discuss how they feel about those who behave in an opposite way. The outer group listens silently.

7. At the end of the discussion of the second topic, have the groups switch places and repeat the process.

HIDDEN REASON PROBLEMS FOR ROLE PLAYING

Purpose:

The following problems were written by teachers/participants in the ESEA Title III project. They were written to allow teachers to assume various roles; however, many of these may be used with educationally handicapped children in role-playing situations.

Materials:

Hidden Reason Cue Cards. (See next page.)

Instructions:

1. Cards should be divided (cut) – one for "teacher," one for "pupil." Note: Duplication of cards may be desirable.
2. One student and the teacher (or student role playing the teacher) reads his card silently. Then the "teacher cue card" is read aloud by the person playing the teacher.
3. Each set of cue cards may be used independently of any other set of cards.
4. Students do not read each other's card but role play their cards as the directions are given.
5. Time should be given the players to "get into" their roles.
6. Several hidden reason problems treat more sensitive areas of behavior than others; teachers should use discretion in selecting their cards for their classes to role play.
7. Teachers may want to create their own hidden reason cards.

HIDDEN REASON NUMBER ONE

TEACHER CUE CARD #1

You are a sixth-grade teacher. You have a new student who appears to be quiet and not a troublemaker. However, he (she) will not read orally when called on.

PUPIL CUE CARD #1

You are an eleven-year-old student in the sixth grade. You are new to your present school. In class you have refused to participate in any oral reading exercise. Your teacher has asked you to come to a private conference concerning your behavior. You will tell him (her) that all of the books given to you are too hard to read. Also, you can add that you don't like to read because it is so difficult for you.

The HIDDEN REASON is that, although you are an excellent reader, you make errors if you become nervous while reading. Previously this has caused you a great deal of embarrassment and you desperately want to avoid a recurrence. You have just left a small private school, and this is your first experience in a large public school. Therefore, you feel very insecure and are afraid to risk reading orally.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER TWO

TEACHER CUE CARD #2

You are the teacher and receive a quick, severe pinch when you approach a pupil to discuss and enjoy his project with him.

PUPIL CUE CARD #2

You are a six-year-old student in a special classroom. Each time someone comes near when you are working alone, you scream, kick, pinch, and bite either yourself or the other person.

The HIDDEN REASON for your reaction to others coming near you is a fear of your teacher and the constant failure that you have experienced at school.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER THREE

TEACHER CUE CARD #3

You are a teacher of first- and -second-grade children. You have isolated an eight-year-old boy in desperation to give you a chance to talk to him alone without interference. A few months earlier when he first came to you, he was defiant, ran from you, would not talk about the subject at hand, teased others, refused to do work or follow directions, yelled in class, etc. However, over the months he has come around and behavior is much better; he is happier and is proud of his improvement. For the past two to three days he has all of a sudden reverted back, and you are at a loss as to why. He won't reason with you, just complains, and is grouchy and restless. Even though you tell him things have been going so well and you have been so pleased, he has changed; and you would like to find out why.

PUPIL CUE CARD #3

You are an eight-year-old child in a first- and -second-grade class. For the first two hours of school you have been grouchy, defiant, and aggressive. It seems you have reverted back to behavior that was typical of a few months earlier. Everything is going wrong; and, when the teacher asks what's happened to you these last two days as things seem to be going wrong when you have been doing so well, you just remain grouchy and blame everyone else and complain and don't seem to want to be reasonable or to listen.

The HIDDEN REASON is your mother is very sick. You have a baby-sitter to get you ready, feed you, etc. For the past two days you have had no breakfast, and you are hungry and uncomfortable. You are a very active little boy and burn up energy fast. You are too young to realize the relationship between your behavior and hunger, etc. Everything just bugs you.

In conversation you may complain about things "bugging" you at home and about your mom being sick and there being no one to help you if the teacher asks about any change at home.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER FOUR

TEACHER CUE CARD #4

You are a regular class teacher. You have a new ten-year-old girl entering your class. You have seen no records. The child responds only with one word at a time. You see no "specific language disorder" and feel there is another reason for her one-word-at-a-time responses.

PUPIL CUE CARD #4

You are a nine-year-old girl entering a new regular class for the first time. You have been in the class a few days but only talk by using one word at a time. The teacher has no records but doesn't feel you have a "specific language disorder." She tries to talk with you after class and find out why you are responding this way. Only answer with one word at a time unless you feel comfortable with the teacher.

The HIDDEN REASON is that you are a stutterer. Everyone has made fun of you in the past. You are frustrated and tired of being made fun of.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER FIVE

TEACHER CUE CARD #5

Tony refuses to do academic work. He wants only to draw, paint, etc. He hides his head during work periods. He is very active and extremely aggressive on the playground. He is successful in sports activities at Boys' Club.

PUPIL CUE CARD #5

You cannot stand being in a "special" gifted class. Your friends think there is something wrong with you. You have a grown sister who went through school in the EMR program. She helps take care of the younger children at home and is now engaged to be married. Her problems embarrass you.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER SIX

TEACHER CUE CARD #6

Freddy is continuously teasing and hitting other kids. He has been transferred to different schools three times with no apparent improvement. He never admits that he is in the wrong. It is always the other kids' faults. He complains that no one likes him and he doesn't have any friends.

PUPIL CUE CARD #6

You continuously tease and hit other children. You have been transferred to different schools three times but continue to tease and hit children. You never admit that anything is your fault. It is always someone else's fault. You complain that no one likes you and that you have no friends.

The HIDDEN REASON is that you are an only child and have no father. School transfers are due to financial reasons and you are frustrated by the changes. You feel that you do not have any friends.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER SEVEN

TEACHER CUE CARD #7

This is one of the first classes you have been asked to work with as a resource teacher. You ask a few students their names and what they are doing. An eleven-year-old black sixth grader never responds to your questions.

PUPIL CUE CARD #7

You are a black, eleven-year-old sixth grader. A resource teacher comes into the room and you refuse to talk at all when questioned.

The HIDDEN REASON is that you are just playing around and want to see how the new teacher in the room is going to react. Eventually you give in if the teacher can interest you in something.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER EIGHT

TEACHER CUE CARD #8

A Latin American girl refuses to go to the sixth-grade camp with the rest of the class. All of the others are going including her best friend, also Latin American. She keeps saying she doesn't want to go or has to stay home and help her mother. There is money available for her for camp.

PUPIL CUE CARD #8

You are a Latin American sixth-grade girl. You refuse to go to sixth-grade camp with the rest of the class even though your best friend is going. You keep stating that you have to stay home and help your mother or that you just don't want to go.

The HIDDEN REASON is that you have never been away from home. You are afraid you will have to sleep outside in a tent.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

HIDDEN REASON NUMBER NINE

TEACHER CUE CARD #9

You are a primary EH teacher. One child constantly hits, kicks, and tries to hurt the other children. You have tried contracts, material reinforcements, and separation – everything you have been able to think of without success. Whenever you attempt to talk to Mark, his answer is always "He started it." This answer is always the same even though you are standing and watching him hit others without provocation.

- -

PUPIL CUE CARD #9

You are Mark, an eight-year-old EH child. You constantly hit the other children and keep insisting that "He started it." The teacher wants to talk to you about it.

The HIDDEN REASON is that she doesn't know that you have two older friends who hit you all the time while you are on your way home. Then when you hit the children in the neighborhood and their parents complain, you tell your mother "He started it" and your mom tells you that when "They start it," it is all right for you to defend yourself.

DO NOT GIVE THE HIDDEN REASON UNLESS THE PERSON PLAYING THE TEACHER ROLE MAKES YOU FEEL COMFORTABLE ENOUGH TO TALK ABOUT IT!

USING CRITICAL INCIDENTS FOR VALUE CLARIFICIATION

Purpose:

Daily each of us meets life situations which require thought, opinions (silent or expressed), decision making, and action. Probably none of us meet these unusual situations quite so frequently as when we work with children in educationally handicapped classes.

Some of these experiences are routine; some are so casual we may be unaware of having made them; some are of extreme importance. Everything we do, every decision we make, every action we take is based on consciously or unconsciously held beliefs, attitudes, and values.

By sharing with you some critical incidents, the writer tries to invite your thoughts on problem solving in a similar situation.

Materials:

Critical Incidents 1 - 4.

Instructions:

The Critical Incidents that follow may be read aloud in a large group of children. The discussion questions are written to guide the teacher in discussing each Critical Incident.

CRITICAL INCIDENT NUMBER ONE

PROGRESS IN FOUR DAYS, HUH!

Background:

Jay, one of my sixth graders, tried my patience to the limit daily. He seemed to do everything to irritate me.

First, he had enrolled the week of parent-reporting conferences; and his father had insisted upon a conference regarding Jay's progress on the fourth day of attendance. ("Progress with an antisocial boy in four days, what progress?" I thought.)

My class was the fourth in which Jay had been enrolled since September. The last teacher was visited by Jay's mother and an attorney because this teacher, undoubtedly, caused all Jay's problems. He reportedly had been a model boy prior to that classroom. No one explained why Jay was transferred twice, within as many months, before he met Miss Smith.

Now it was my turn to endure the insults, listen to the name calling, and see the other class members hit — very hard! It was also my turn to see the daily defiance of assignments and the sneers on his face when he saw me put my arm on a child's shoulder or give a pat on the head or hand.

Incident:

One day as we started to go to the school library, I waited at the door as the boys put away their materials. One child said, "I love you, Mrs. _____. You take us so many places." I responded to Brad by putting my arm on his shoulder, as I was aware he had no mother at home. Jay jumped back from the group in a silly manner like he had been struck a blow. He yelled, "Don't touch me! Don't you ever put your hands on me!" His outburst had the shock effect intended! He began dancing up and down like a boxer moving in for a final blow.

I stepped toward him and said softly, "May I tell you something? Can I make a bargain with you?" He looked surprised and answered, "Sure, what? But don't touch me!" I answered, "That's what I'd like to talk about if I may." "Yeah, man! Shoot!" he said sheepishly.

"I'm going to do my very best to respect your wishes, sir; but since I'm human, I may make a mistake as all humans do. If I ever do touch you, it will be because I have forgotten momentarily that you have made this request."

"I'm very fond of teaching. I like boys and I appreciate the opportunity to have an all-boys class. Because we are people who feel close to one another in this small-class setting, we like to help each other. Also, we are not embarrassed to say, 'I like you.' And I do really like you, too, or I would not be here. I hope you can be patient with me as I try to be patient with you when I see you do things which I cannot accept or do not like."

He gave me an angry, sullen look; but he walked along silently with us as a group of friends should walk.

Later, it was he who made the move toward showing a bit of affection when he brought me 10 jelly beans. He had been given 20 jelly beans at Easter. I accepted the candy and thanked him. I also ate some of it and invited him to share it with me. This he did gladly.

Now I receive treasures from him frequently — caterpillar eggs, a bird's feather, an unusual leaf — they are all so meaningful. But the greatest treasure of all came last week when I saw him clenching his hand, holding a rock, with tears streaming down his cheeks, and he was shouting over and over as I approached the scene, "I didn't throw it, Mrs. _________, I didn't throw it! I wanted to throw it, but I didn't!"

Discussion Questions to the Student:

1. How did you feel about your position when you came here?
2. How do you feel about being here now?
3. If any change has occurred, what brought about the change in your feelings?

Discussion Questions to the Teacher:

1. How do you feel about the change in attitude?
2. What can you do to build on this attitude?

CRITICAL INCIDENT NUMBER TWO

DON'T EXPECT THE IMPOSSIBLE
(Discipline)

Background:

Jim was a pale, thin boy whose large blue eyes appeared too big for his face on the morning he was enrolled in my fourth grade. His blond crew cut and expensive clothes presented him as a small carbon copy of his handsome dad.

As Jim shifted uneasily from foot to foot, his dad proceeded to tell me of endless trouble and embarrassment Jim had caused. "My wife is ill," he said. "She can't stand to hear another incident. When a problem arises, contact me; I'll come. I don't know what I'll do, but I'll be here."

"We've walloped him, confined him, and made him go without food. Now with his fire-setting episodes, juvenile authorities are on his trail, not that it isn't what he deserves; but it's humiliating."

I assured both father and son, "This is a new opportunity in a new school. I'm sure we'll respond to the challenge."

Jim was intrigued by the small class enrollment and the amount of attention he received from me and the aide.

Incident:

He enjoyed having a special folder of work prepared especially for him. He never once rejected the material even though it was of preprimary level developed with an appeal toward sports.

I soon observed extreme nervousness, facial tics, etc. Jim fidgeted with everything. He ran wherever he went, across the classroom, to the playground, cafeteria, etc.

When "visitors" came to the class (parents, the principal, supervisors, etc.), Jim made a bid for attention in an unacceptable manner. His favorite trick was to crash his desk forward scattering materials about the room. I always rushed to his aid trying to "salvage" the situation for my ego was greatly damaged.

One day as I was helping a smugly smiling Jim back to his desk, I felt a gentle tap on my shoulder. As I turned, I heard a polite whisper, "Mrs. ___________, please don't worry. He's hopeless. You can't do what God didn't."

Discussion Questions to the Student:

1. How do you feel before you crash your desk?
2. Can you give an alternative solution?
3. Have you ever tried to substitute another approach?
4. Can you tell how you feel after this action?
5. What do you think we could plan in order to change this behavior?

Discussion Questions to the Teacher:

1. How did you feel when told the child was hopeless?
2. What can you say to this person?

CRITICAL INCIDENT NUMBER THREE

NO ONE LIKES ME
(Social Adjustment)

Background:

Tony, grade three, was enrolled in my class by his mother while his dad was on an extended fishing trip. She had been told by the previous teacher that Tony was seriously in need of help. In June the Educationally Handicapped program had been explained to her by the principal. She agreed to the placement saying she felt desperately in need of help.

In September Tony's father brought him to class. The father was a proud man determined that his eldest son would succeed in school without this special class placement. Mr. __________ demanded an appointment with the principal for 9:00 a.m. the following day. The appointment was granted, and both parents came. After lengthy discussion and a visit to the classroom to observe the children at work, Mr. __________ reluctantly agreed to trial placement.

Tony was never allowed to forget he was only "on trial." If he did not like the placement, he could transfer.

Daily, for weeks, when the assignment displeased Tony or he "had a stomachache," he said, "I don't have to be here you know. I can leave any time I want. My dad said!"

Slowly the competition of others getting "rewards" for success became too much for Tony. He plunged into the program with a proud determination! His efforts were greatly rewarded. He became a fluent reader, but only in the area of reading would he apply himself.

Incident:

By the second reporting period, progress was at grade level in reading. The mother was delighted. Tony also had a set of new friends. He exchanged home visitations.

On Monday following the parent-report-card conference, a note came; "Since Tony is doing so well, we are taking him off his medication."

Soon the friends seemed critical. The teacher appeared to have favorites. "I don't know why you've been 'fair' all year and suddenly not like me," he would say. "I can't do anything! My dad's gone all the time. I can't even go to Scouts because the Scout Master won't take me unless my dad can go." (The foregoing is not correct in any Scout program.) "You don't like me. My grandma wants to give you a kitten and you won't take it."

Whenever I was absent from the classroom, Tony was given the special privilege of going on field trips with other classes. This made a great impression on his mother and grandparents.

Many conferences followed and a plan for counseling was established. Tony was happy only when he could work on a one-to-one basis. His mother reported that the new friends were suddenly disliked by Tony. He reverted to playing with only one boy who was five. Tony's brothers were "too old" for him. They were six and seven.

I felt unhappy at the obvious regression in a once promising student. My efforts had been sabotaged!

Discussion Questions to the Student:

1. Can you give a reason why you feel no one likes you?
2. Can you tell why it appears we (teachers and students) have changed out attitude toward you?
3. Describe the incident which made you most unhappy yesterday.
4. How do you feel we can best plan for you?

Discussion Questions to the Student:

1. What do you think you can do now?
2. With whom can you share your feelings?

CRITICAL INCIDENT NUMBER FOUR

RULES ARE MADE FOR KEEPING
(Social Adjustment)

Background:

On the day of my demonstration, I busily launched into the day's activity as only a well-prepared teacher could possibly do; but to my chagrin as I glanced out the window I observed two of my students sauntering across the playground totally unmindful of their 15-minutes tardy arrival.

Knowing my visitors would be arriving within 20 minutes, I was determined to have each student at work and presenting the best possible appearance for my district, my school, and, of course, the teacher. (No tardiness allowed in my classroom. This teacher motivates children so highly, they can hardly wait to get to school at 9 a.m.)

My anger was hard to conceal, but this I would do even at the expense and danger of a substantial rise in my blood pressure. When I paused to catch a breath, I was interrupted by John's request for permission to return to the playground to search for his lunch.

This fed fuel to an already raging fire within me. "A rule is a rule," I said. "You cannot; you shall not spoil MY schedule, at least not today."

As I observed the tears flooding the eyes and fearful that he may not be able to "settle down" I relented, "O.K. Go fast! But get back here within minutes!"

Ten minutes went by, another five, and he still hadn't returned. As I looked down the hall, John was standing by the bathroom door. I called to him; he came reluctantly. I was able to grab him and get him shoved inside the classroom into a corner before the visitors appeared.

Incident:

The demonstration went beautifully. The visitors were invited to take a break to the staff lounge while I dismissed the well-managed class to another teacher. John was unnoticed by me as he remained in the corner.

When the visitors returned for our discussion of the morning's events, I noticed my unwelcome observer. Managing to bring forth a false smile, I approached his desk. Imagine my humiliation as I observed the puddle on the floor. I flashed a look of distress to my principal. He was at my side quickly.

John was given a reassuring pat, and the principal walked to the door with his arm around the boy's shoulders.

After school when I stopped by his office to discuss the incident, to say the least, I was shocked when he said I had caused the situation. He said I should not have embarrassed the boy by isolating him while the other children could bask in the rays of my halo. In justifying his stand, he told me certain children suffer from various phobias and cited many unfavorable incidents that had happended while children were isolated. He told me to have the boy mop up the urine and forget the incident.

Discussion Questions to the Student:

1. Tell me how you felt when you were late.
2. How can we work together to help each other?
3. Describe how you felt when the principal was kind to you.

Discussion Questions to the Teacher:

1. How did you feel when told to forget the incident?
2. What can you do?

CARTOON DISCUSSION

Purpose:

These cartoons were designed to be used in the classroom to help children gain insight concerning their values and the values of their peers as related to possible real life situations or problems.

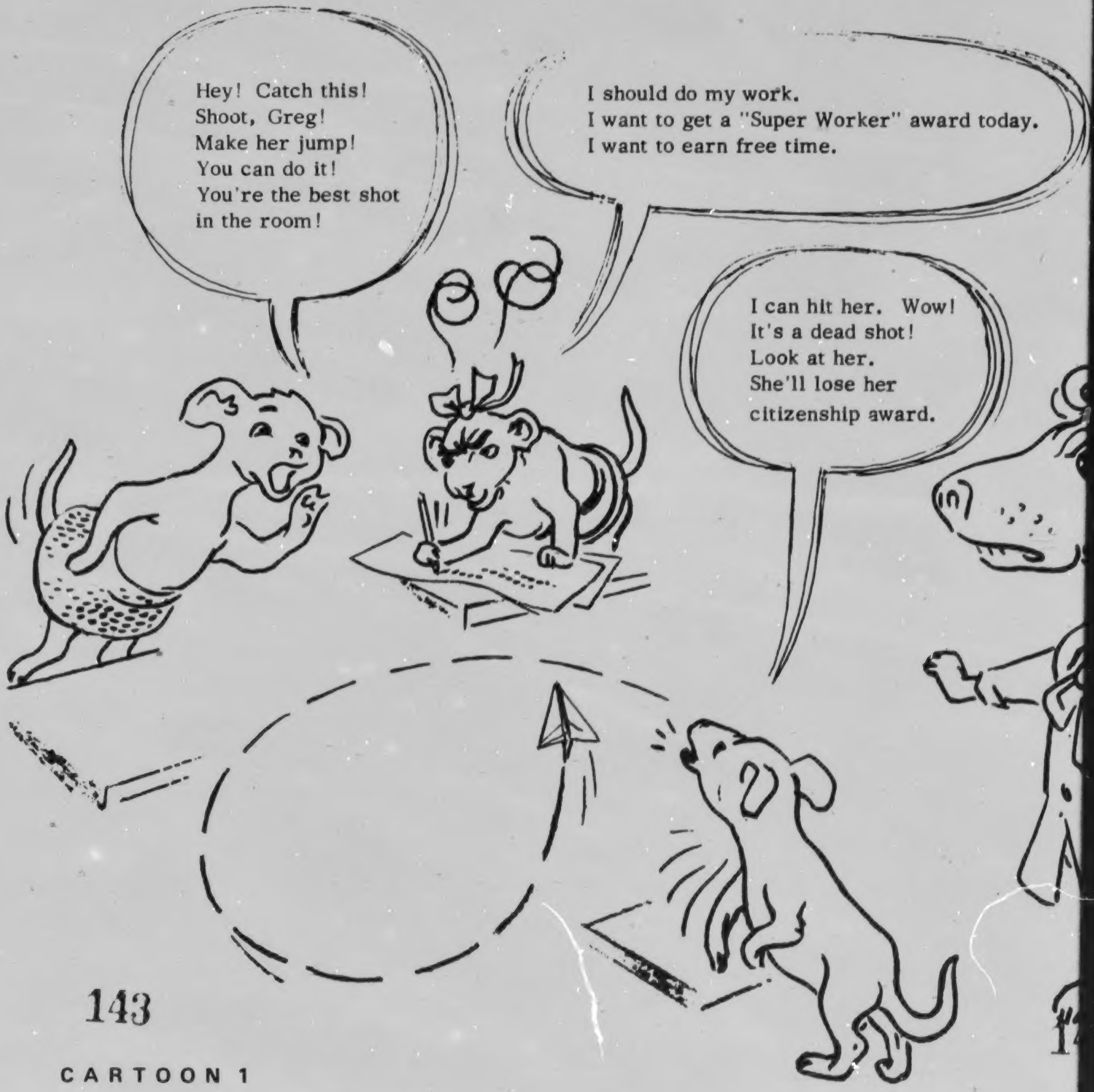
It is suggested that they could be used as transparencies as vehicles of free-wheeling classroom discussion where the children's feelings and values would be explored without teacher modifications. Also, you do not need to seek closure. Open-ended discussion would be more fruitful in terms of the children expressing their values verbally.

Materials:

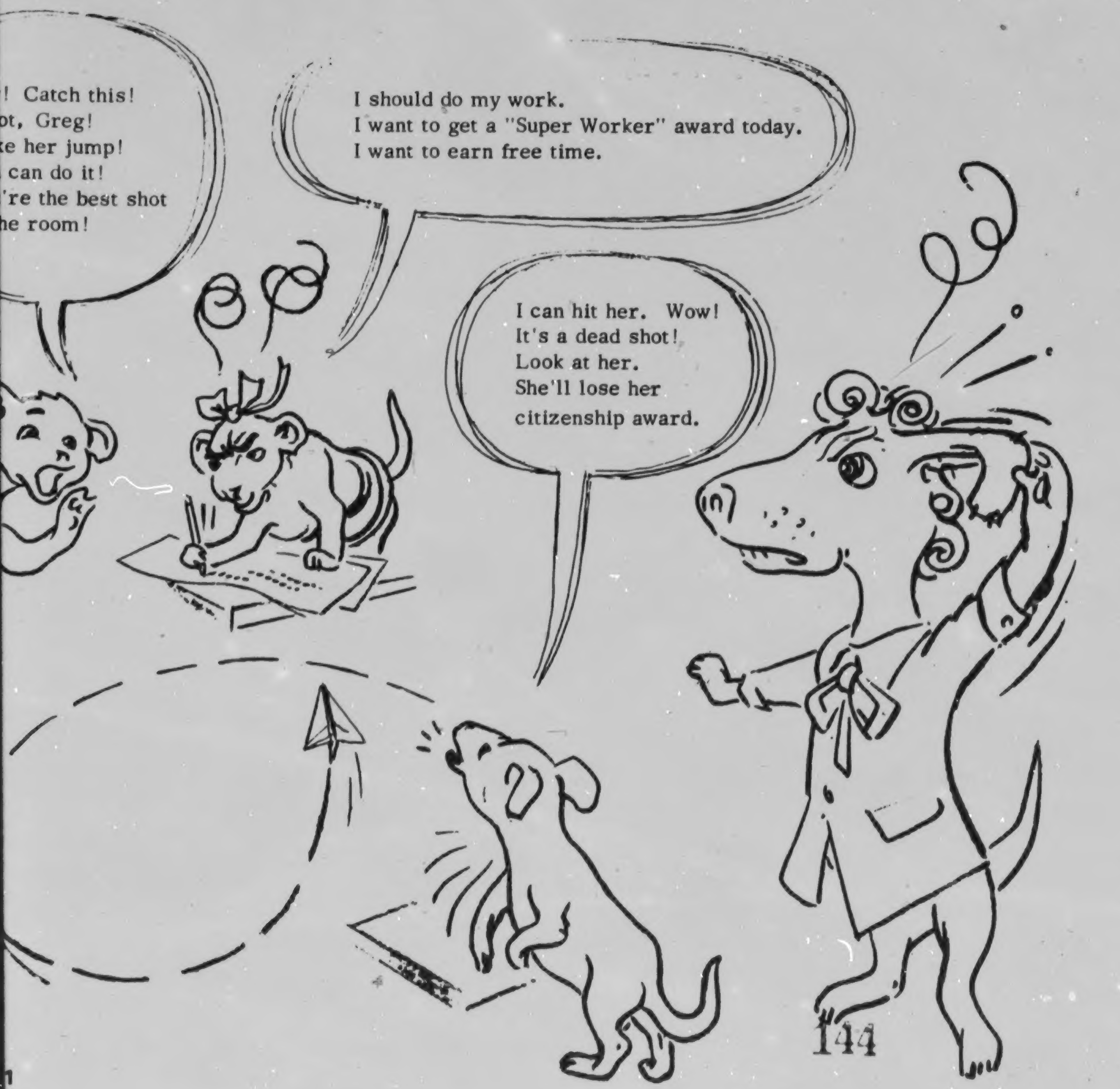
Cartoons that appear on the following pages.

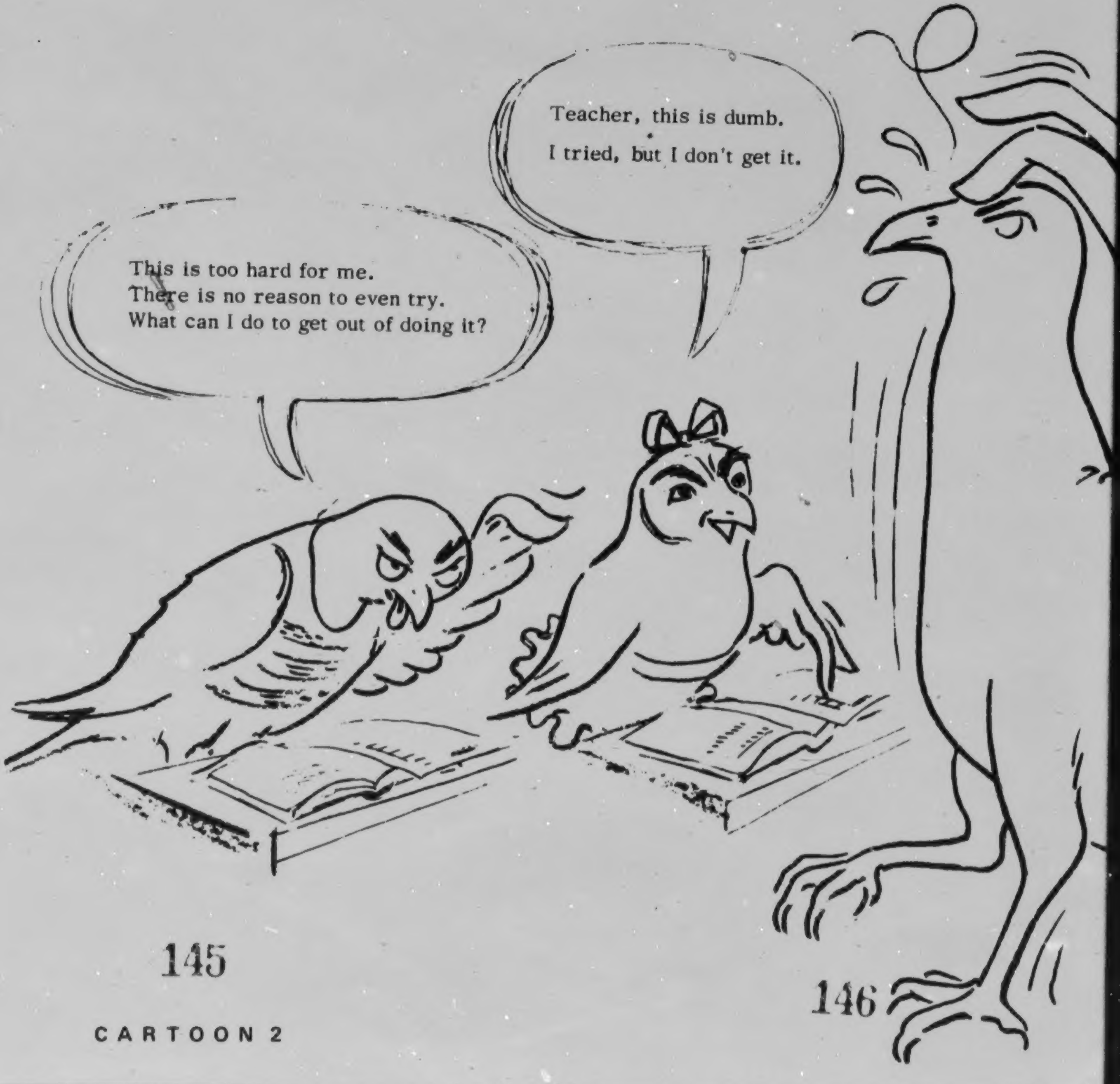
Instructions:

1. These cartoons may be removed and mounted on posterboard if needed.
2. Each cartoon may be discussed separately and not in order.
3. Introduce the discussion by asking children to interpret the situation and what is happening to each animal.
4. See if the children can recognize who is having the difficulty.
5. Ask the children, "What are the feelings that you see expressed here?"
6. Note the responses on the board.

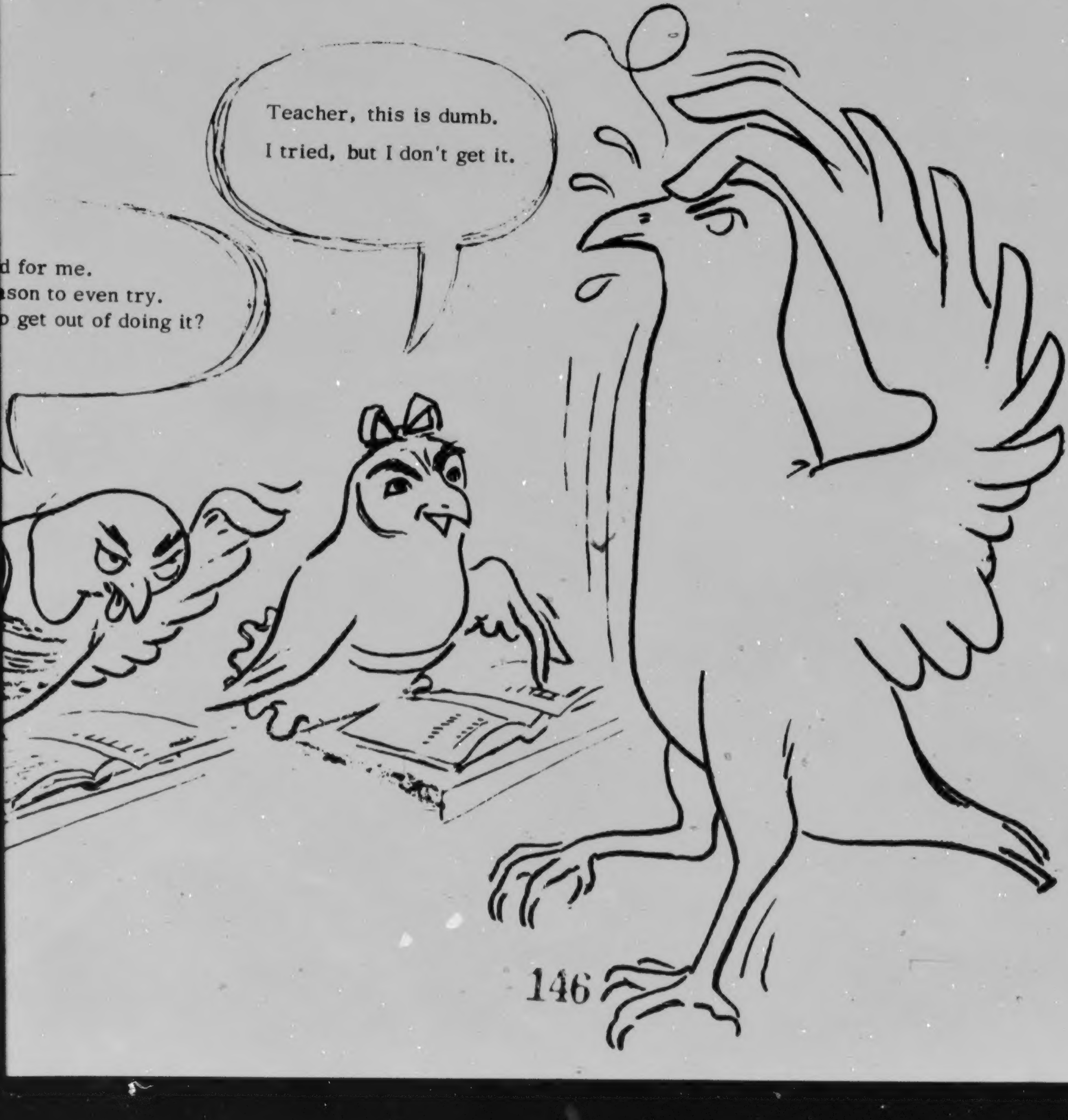

Hey! Catch this!
Shoot, Greg!
Make her jump!
You can do it!
You're the best shot
in the room!
I should do my work.
I want to get a "Super Worker" award today.
I want to earn free time.
I can hit her. Wow!
It's a dead shot!
Look at her.
She'll lose her
citizenship award.

CARTOON 1


! Catch this!
ot, Greg!
e her jump!
can do it!
're the best shot
he room!
I should do my work.
I want to get a "Super Worker" award today.
I want to earn free time.
I can hit her. Wow!
It's a dead shot!
Look at her.
She'll lose her
citizenship award.


This is too hard for me.
There is no reason to even try.
What can I do to get out of doing it?
Teacher, this is dumb.
I tried, but I don't get it.

CARTOON 2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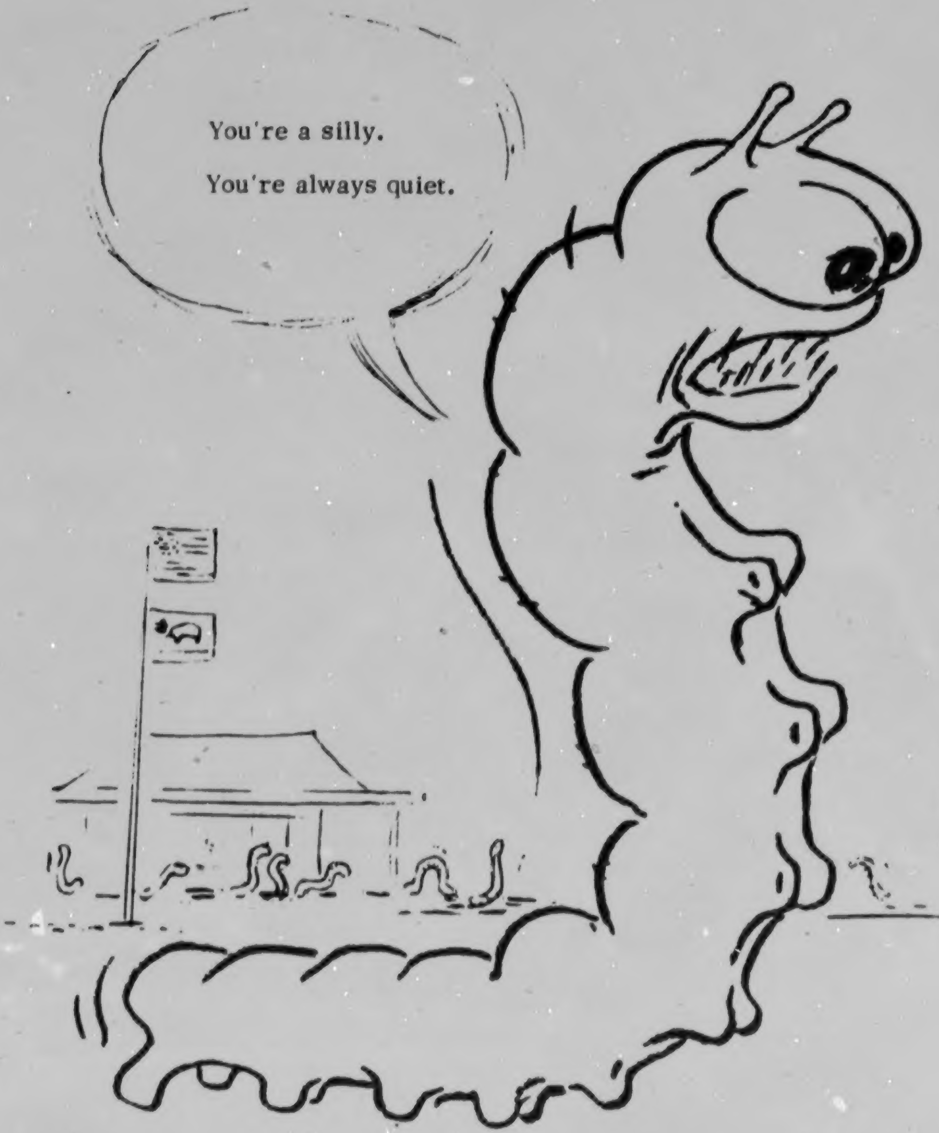
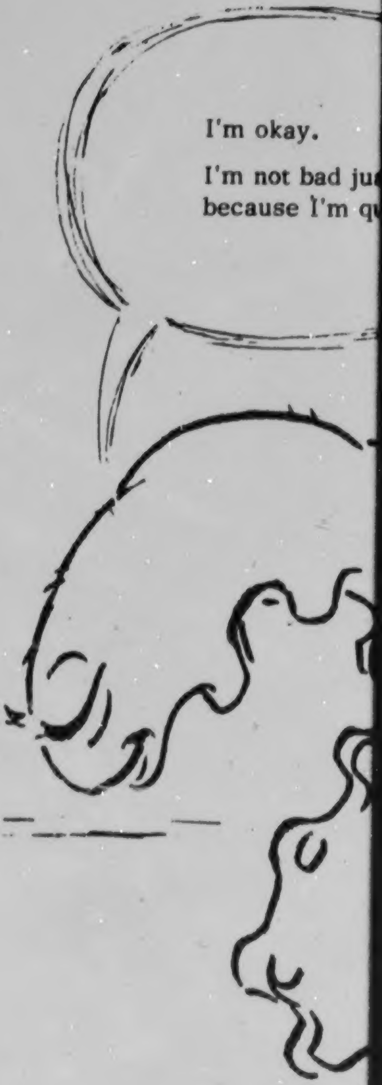
I tried, but I don't get it.

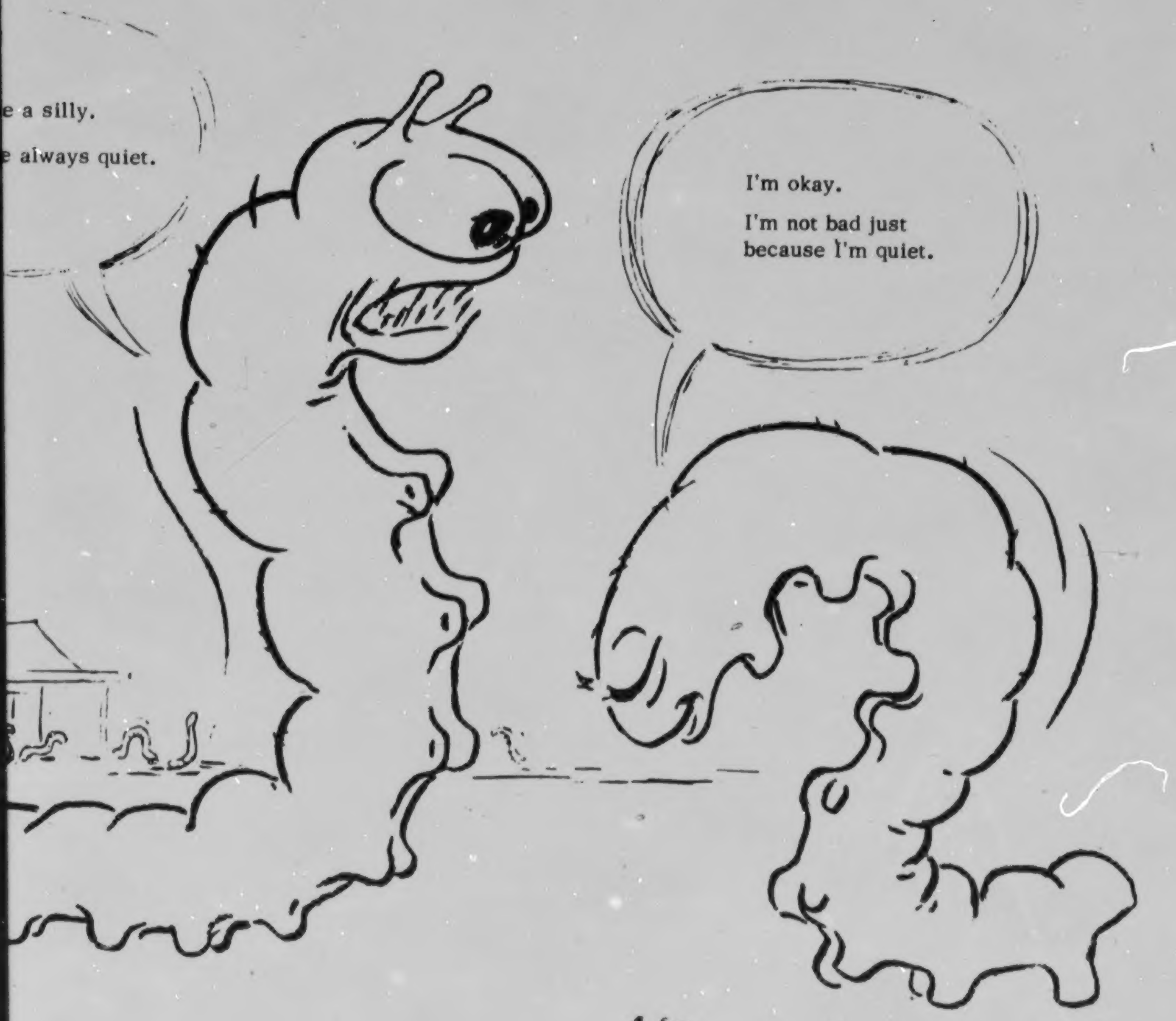

You're a silly.
You're always quiet.

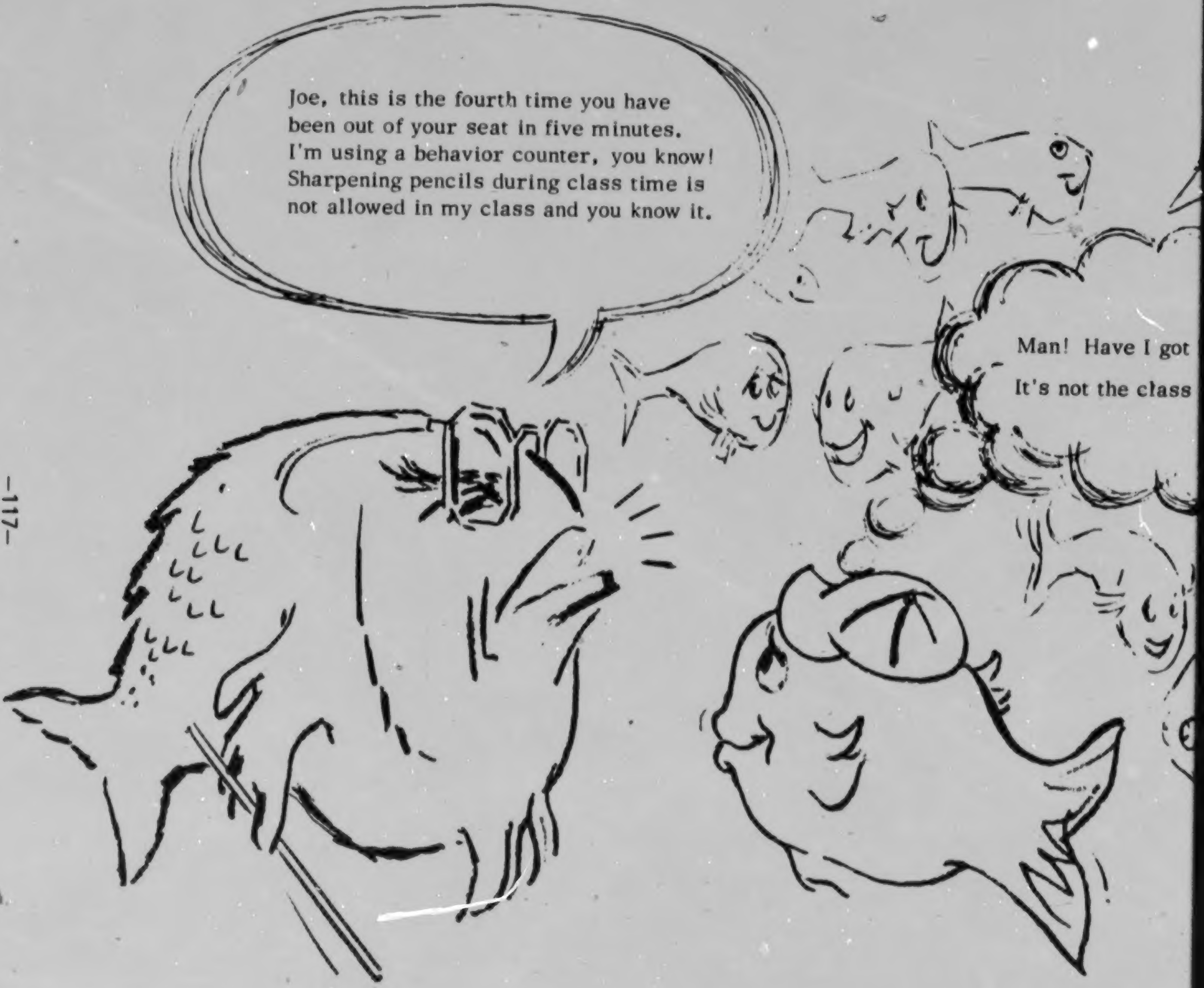
147


I'm okay.
I'm not bad ju
because I'm q

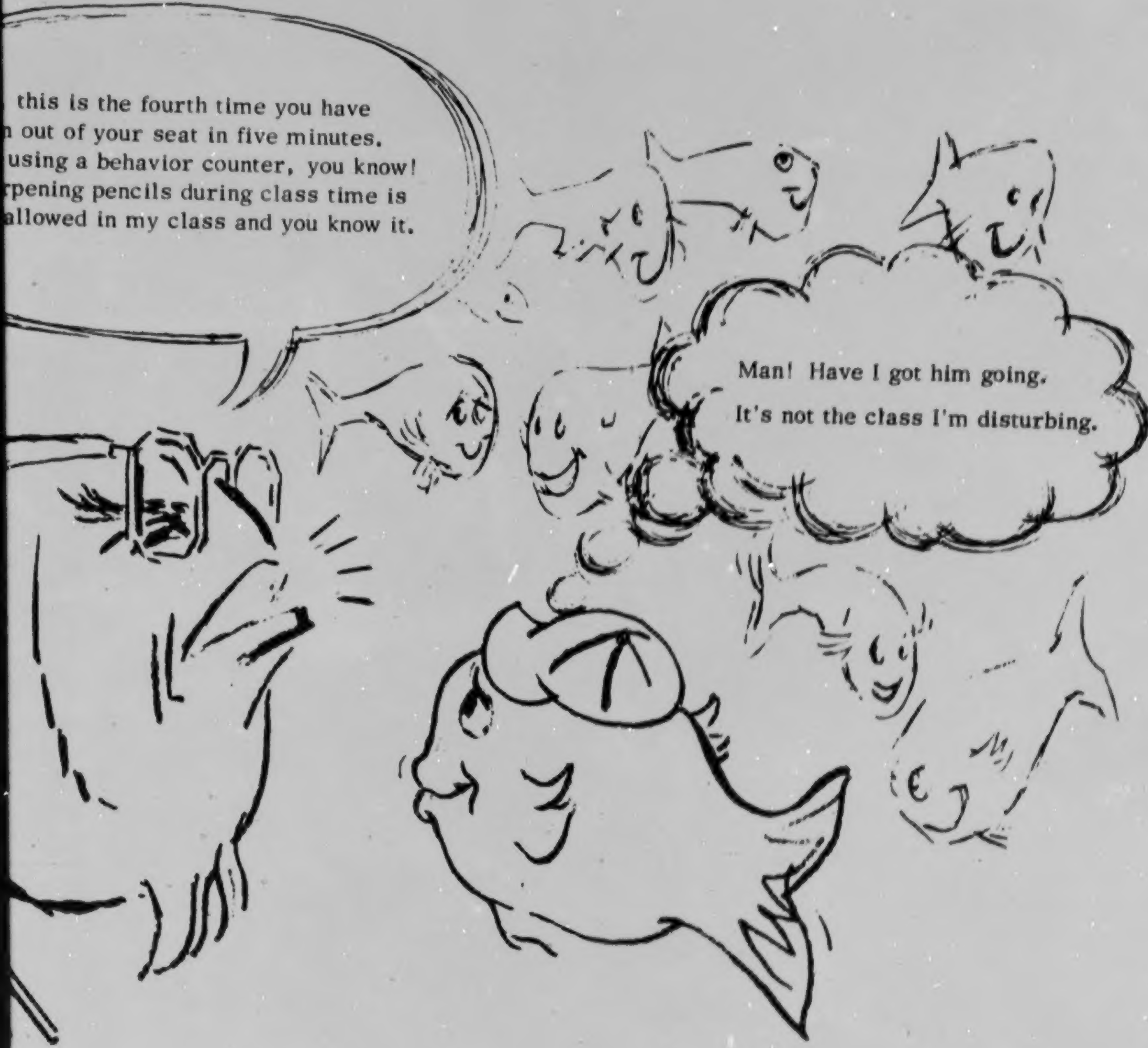
148

CARTOON 3


e a silly.
e always quiet.
I'm okay.
I'm not bad just because I'm quiet.

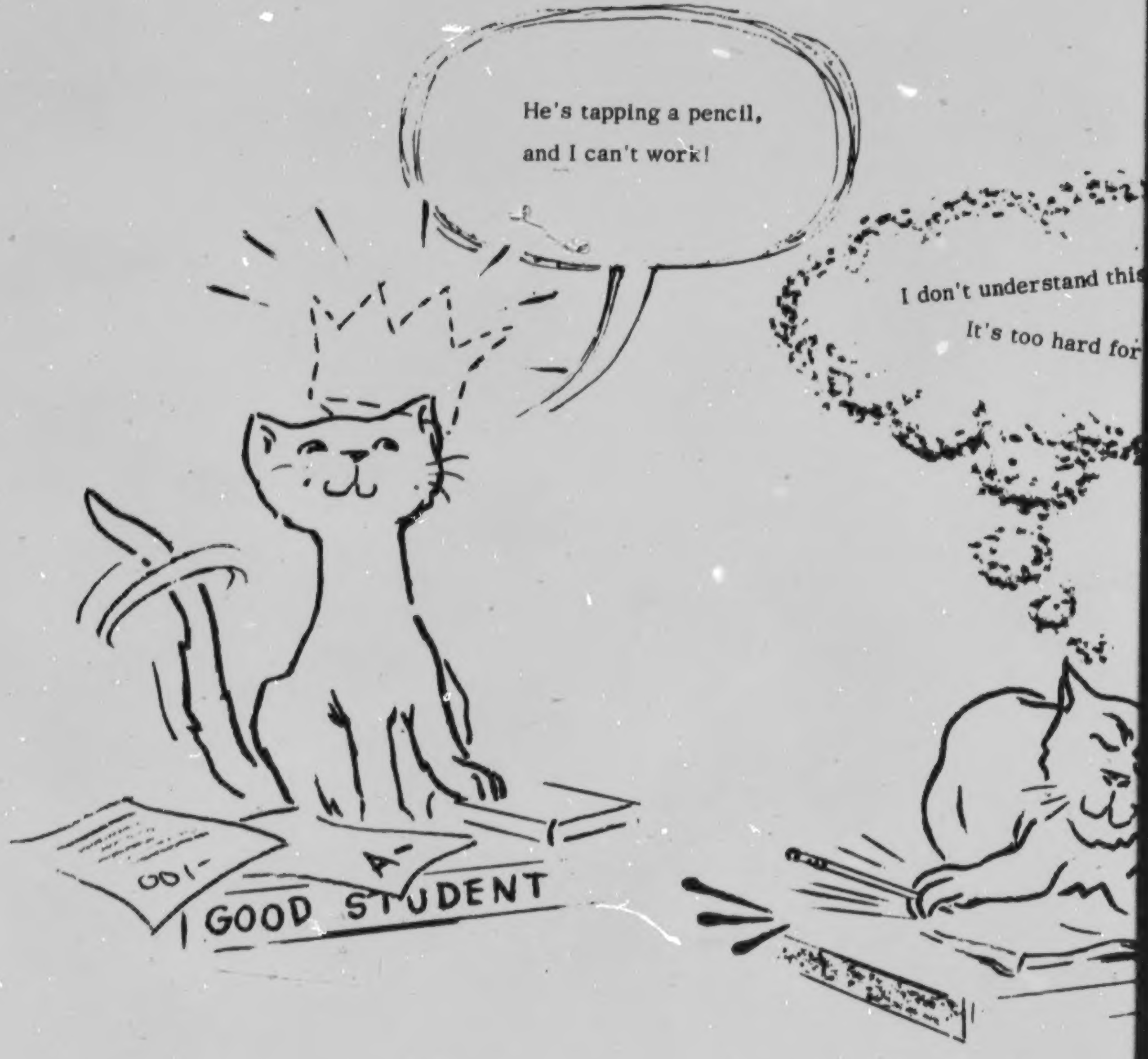

Joe, this is the fourth time you have been out of your seat in five minutes. I'm using a behavior counter, you know! Sharpening pencils during class time is not allowed in my class and you know it.
Man! Have I got
It's not the class

CARTOON 4



this is the fourth time you have
n out of your seat in five minutes.
using a behavior counter, you know!
rpening pencils during class time is
allowed in my class and you know it.

Man! Have I got him going.
It's not the class I'm disturbing.


He's tapping a pencil,
and I can't work!
I don't understand this
It's too hard for
-100
A-
GOOD STUDENT

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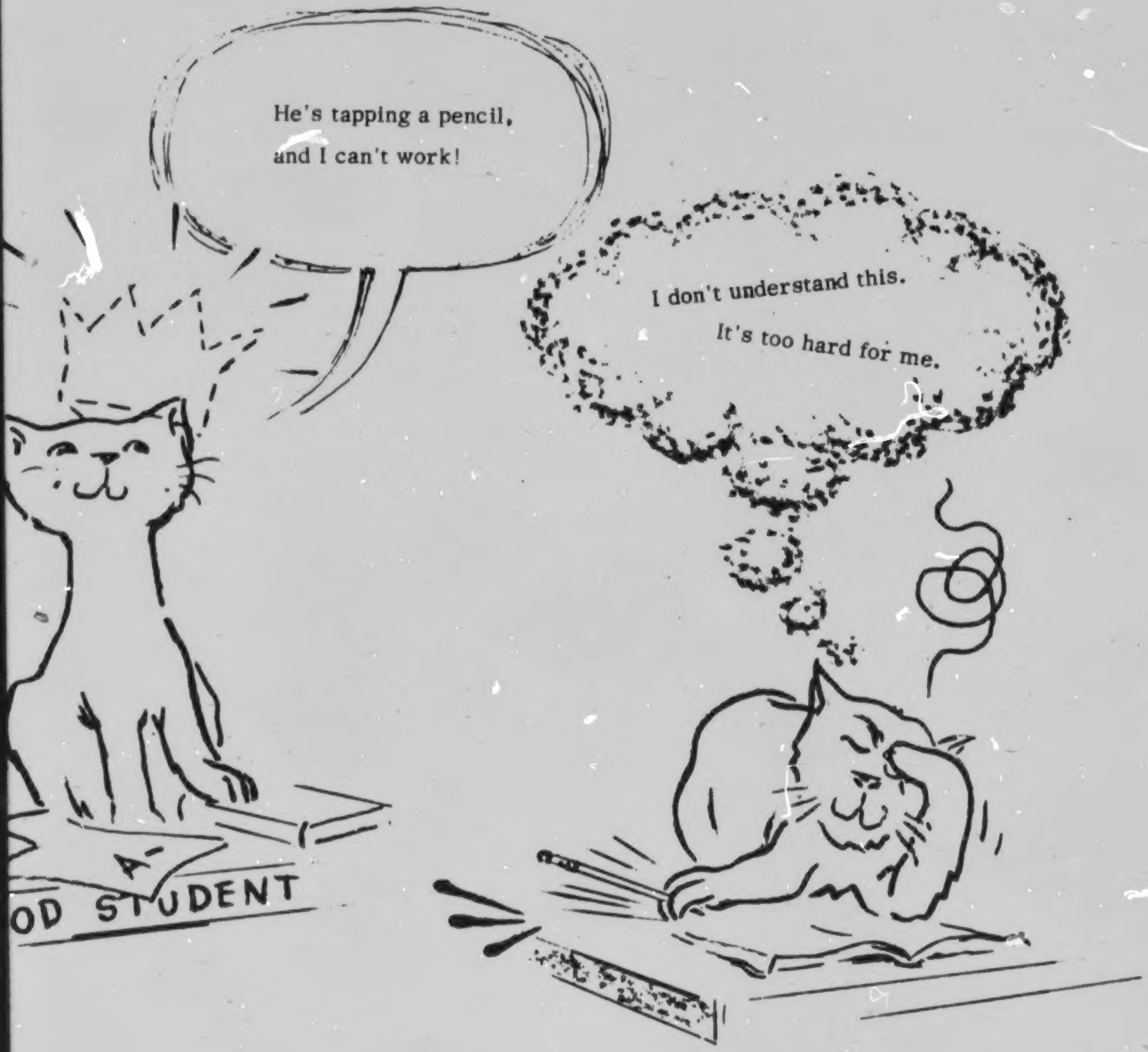
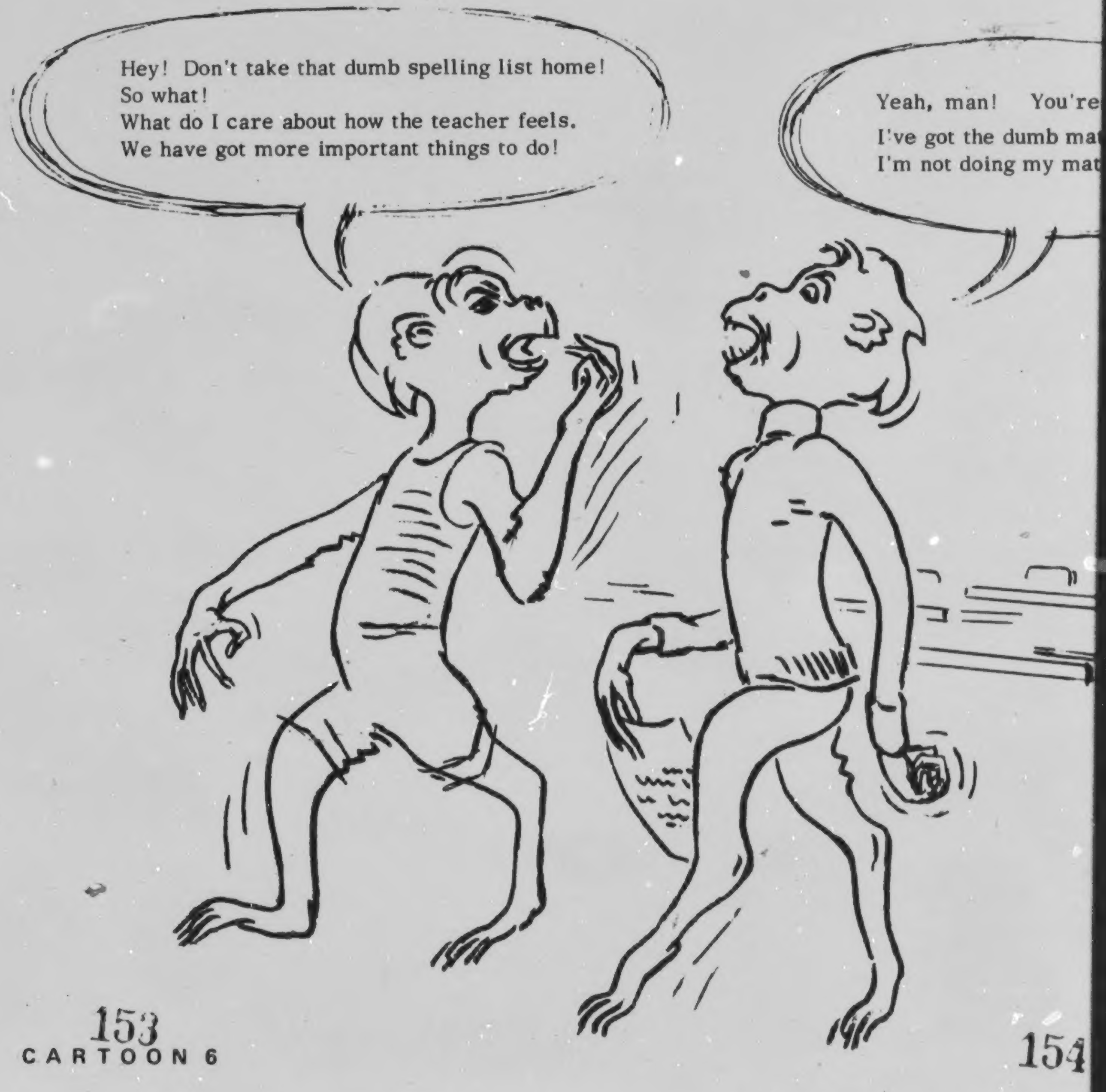
CARTOON 5

152

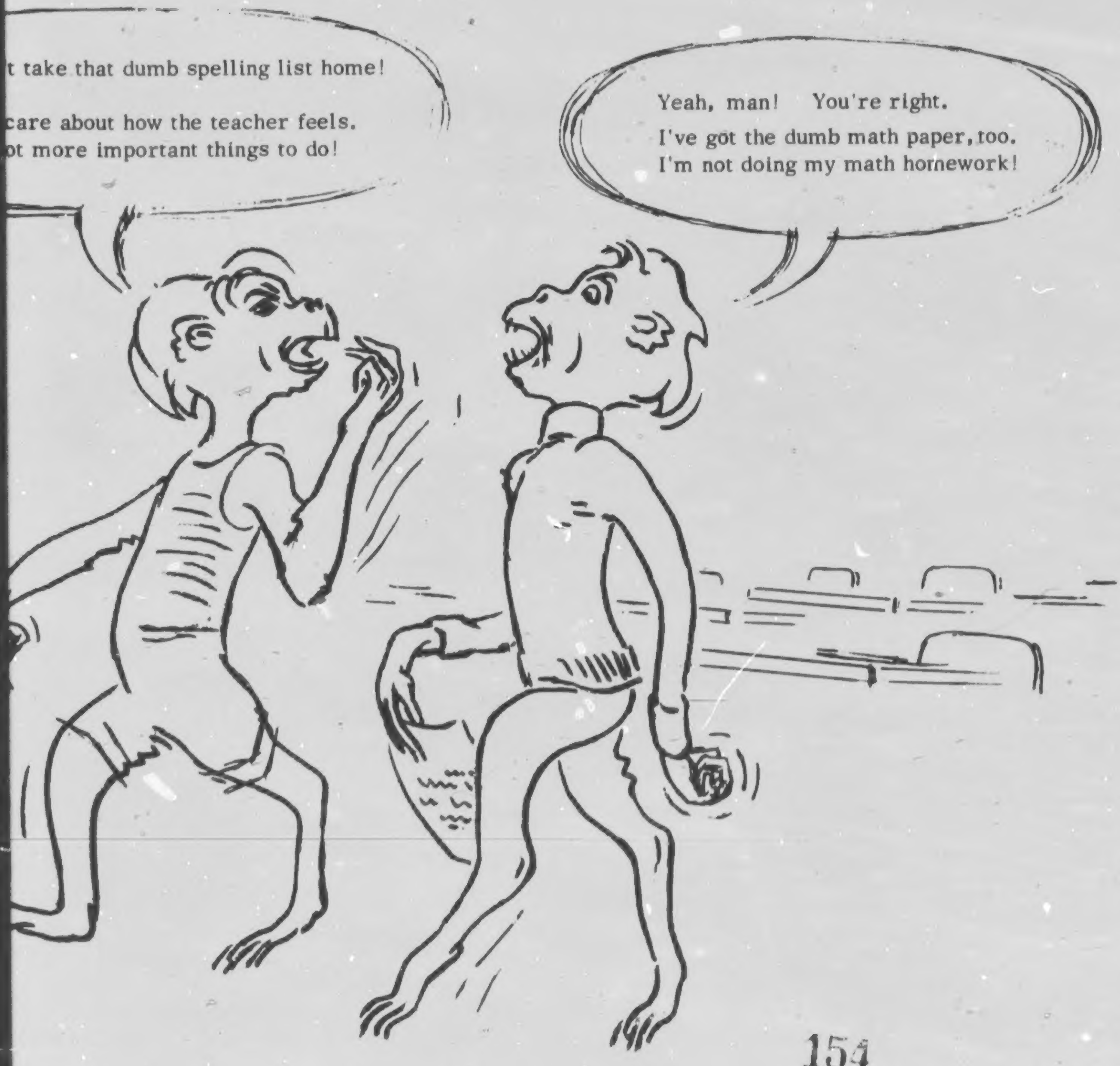

He's tapping a pencil, and I can't work!
I don't understand this. It's too hard for me.
A
OD STUDENT

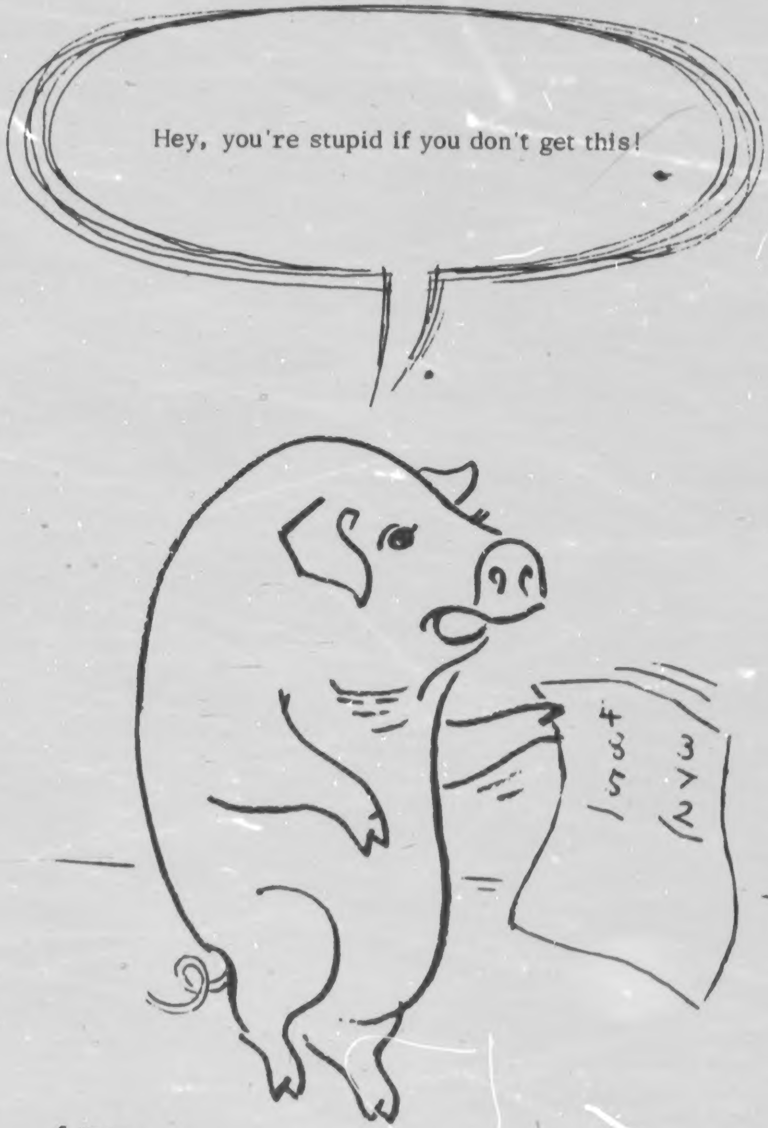

Hey! Don't take that dumb spelling list home!
So what!
What do I care about how the teacher feels.
We have got more important things to do!
Yeah, man! You're
I've got the dumb mat
I'm not doing my mat

153

CARTOON 6

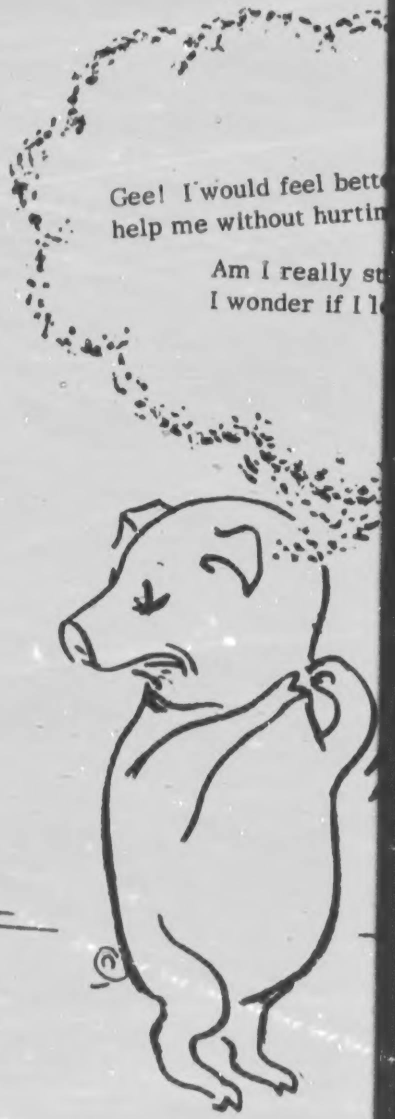
154


t take that dumb spelling list home!
care about how the teacher feels.
ot more important things to do!
Yeah, man! You're right.
I've got the dumb math paper, too.
I'm not doing my math homework!

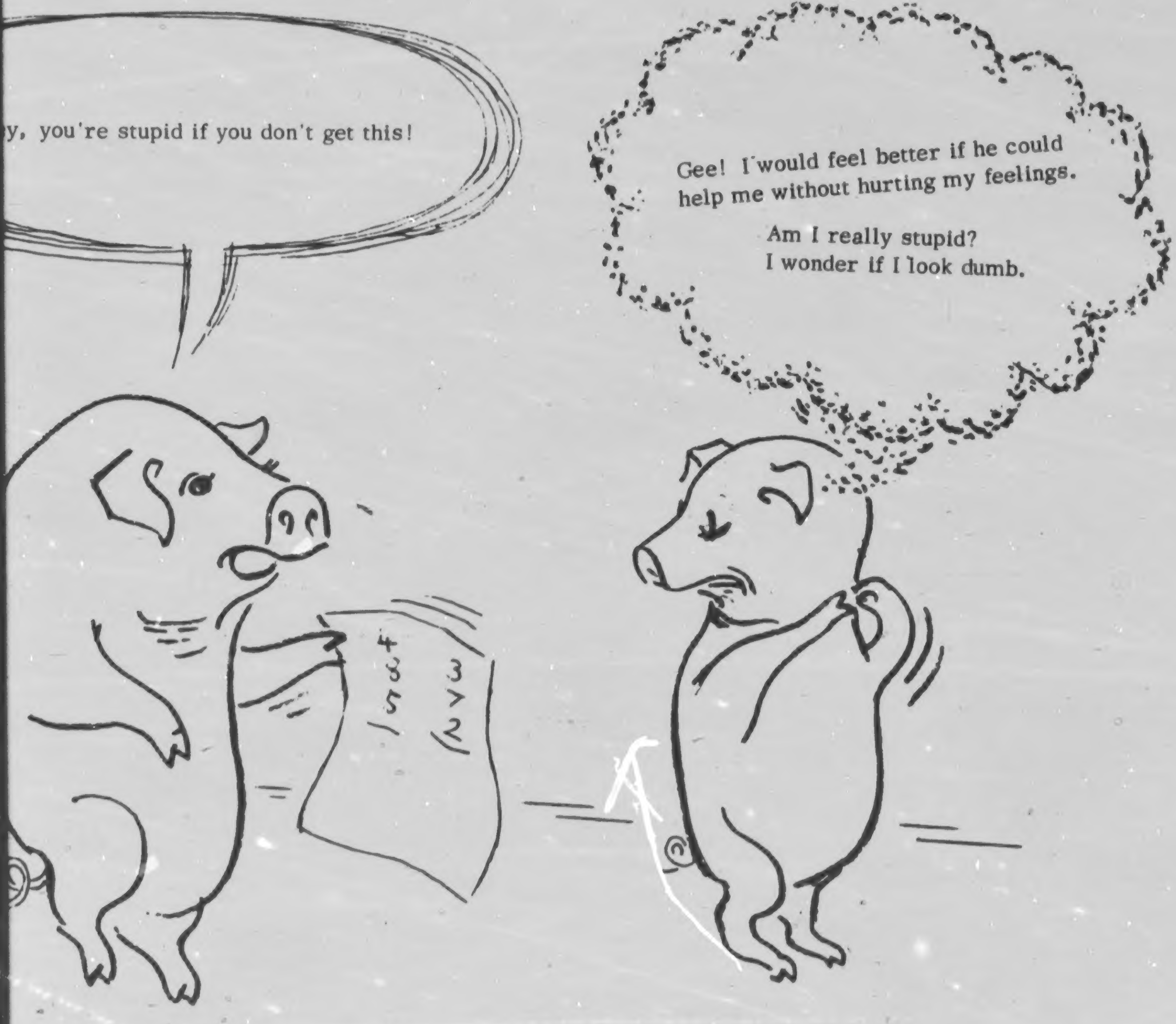

Hey, you're stupid if you don't get this!

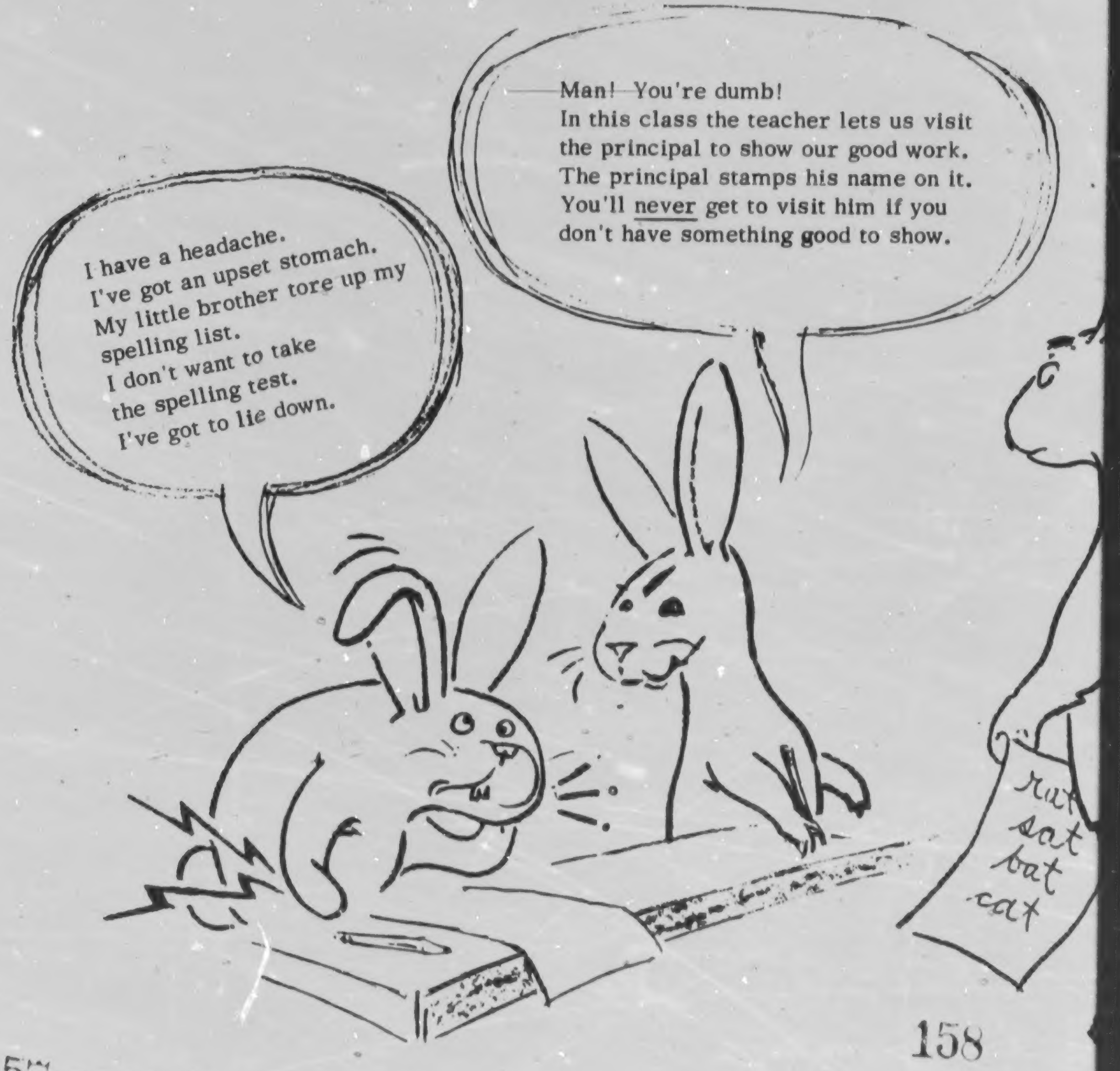
155

CARTOON 7

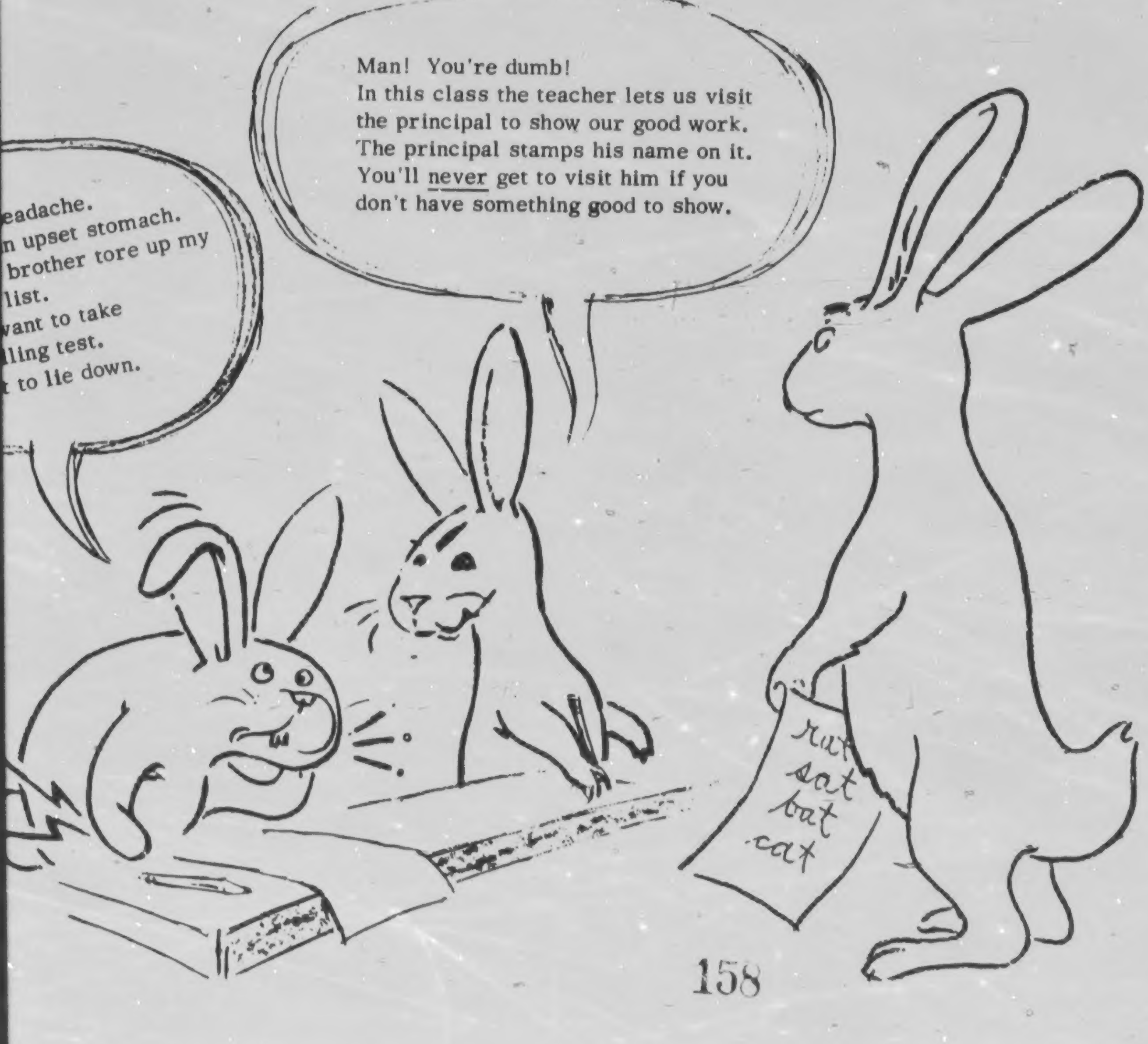

Gee! I'would feel bett
help me without hurtin
Am I really st
I wonder if I l

156


y, you're stupid if you don't get this!
Gee! I would feel better if he could help me without hurting my feelings.
Am I really stupid?
I wonder if I look dumb.


I have a headache.
I've got an upset stomach.
My little brother tore up my spelling list.
I don't want to take the spelling test.
I've got to lie down.
Man! You're dumb!
In this class the teacher lets us visit the principal to show our good work.
The principal stamps his name on it.
You'll never get to visit him if you don't have something good to show.
rat
sat
bat
cat

CARTOON 8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n upset stomach.
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list.
vant to take
lling test.
t to lie down.
Man! You're dumb!
In this class the teacher lets us visit the principal to show our good work. The principal stamps his name on it. You'll never get to visit him if you don't have something good to show.
rat
sat
bat
cat

PART II. BEHAVIOR MODIFICATION

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INTRODUCTION

Part II of the manual deals with a simple method of changing classroom behavior, particularly interpersonal social skills. Behavior modification can be defined as changing the antecedents or consequents of an overt behavior in order to modify that behavior.

This section is written in a simple self-instructional way to assist you in basic behavior theory. The activities and worksheets included are for teachers rather than teacher and student as in Part I. Teachers or other helping personnel should read this section and complete the worksheet to complement their particular situation.

OVERVIEW OF BEHAVIOR MODIFICATION

TEACHER TIME

What percent per day of your (teacher) time in the classroom is spent monitoring, attending to, or trying to change negative (bad!) behaviors that are becoming difficult social problems?

_________%

It can be estimated that the percentage you write in is far too much of your daily classroom time. We would like to help you reduce that percentage.

CLIMATE OF THE CLASSROOM

In your classroom
you have a certain
mode of behavior.

You set it
and expect it,
but what is it?

Describe the behavior climate
you expect in the classroom:

____

____

____

____

____

____

CLASSROOM BEHAVIORS

Behaviors which should occur
in the classroom are:

Working at one's desk.
Friendly verbalizations.
Control of body and voice level.
Smiles.
Selection of activities which are appropriate.
Walking in the halls.

Remember you cannot see:

Anger.
Respect.
Cooperation.

You can see and hear:

Hitting.
"Thank you."
Playing with another child.

WHAT OCCURS IN THE CLASSROOM

How do you know what occurs in your classroom to affect interpersonal social skills of the students?

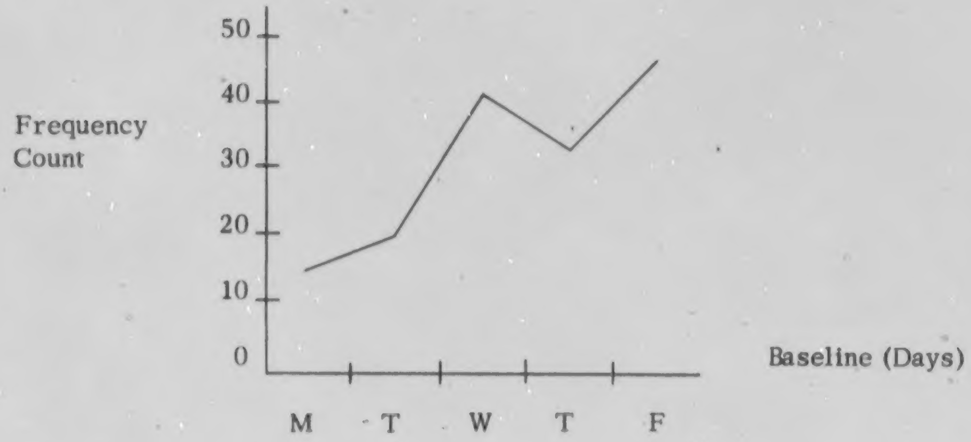
Pinpoint a behavior of one child or several behaviors of several children.

1. Talking out during quiet activity
2. ____________________
3. ____________________

Count the behaviors for five days.

	M	T	W	T	F
1.	15	20	41	32	45
2.					
3.					

Look at the five-day record.



Talk Outs: Five-Day Frequency Count for One Child

POSSIBLE DETRIMENTAL BEHAVIORS

1. Fighting with another child in the classroom or on the playground.
2. Using inappropriate language.
3. Failure to comply with teacher's requests.
4. Disrupting classroom activities.
5. Misuse of playground equipment.
6. Damaging school property.
7. Disorderly conduct in school assemblies.
8. Inappropriate behavior in lunch facilities.
9. Disobeying playground personnel.
10. Leaving the school grounds without permission.

Are they occurring several times per day?

Are they occurring only once per week?

CONTRACTING FOR CHANGE

Discuss behavior
with the child.

Show him the
baseline chart.

Give him the
opportunity for
self-direction.

This is
contracting for change.

Define the desired
behavior with the
child which is to
replace the deviant
behavior.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Note: Of course undesired
behaviors cannot be
produced when desired
behaviors are produced
by the students.

REINFORCERS

ESTABLISHING REINFORCERS

How do we establish reinforcers (things or events that support the desired behavior)?

1. Students supply list.
2. Teachers establish a list of valuables.
3. Points for good work.
4. Tokens.
5. What else?

Rate of reinforcement.

The number of times a child is given the reinforcer must be determined by the

teacher,

child,

or

both.

What keeps a reinforcer strong or effective?

1. Attention to a reinforcer that is positive for the child.
2. Interest of reinforcer.
3. Age level of child carefully matched with reinforcer.

Remember: Reinforcers for desired behaviors should be incompatible with the undesired behavior; that is, you cannot do both at once.

Behaviors we would like to decrease and which are not compatible with desired behaviors:

1. Teasing.
2. Unkind comments.
3. Refusal to work.
4. Asking to be placed into different classes. *
5. Calling the class a dumb class.
6. Pestering neighbors.
7. Talking without raising hand.
8. Only partial completion of assignment.
9. Chronic griping.
10. Hitting classmates.
11. Out-of-seat behavior.

*Of course this is not an entirely undesirable goal.

What about food as a primary reinforcer?

Food is used as a strong reinforcer.
Children gobble food. It's a grabber.

Activities should be better reinforcers.

Pair a behavior with food, then decrease food.

What about social reinforcers?

Smile.

Praise.

Touch.

When do we reinforce a low rate behavior we want to increase?

Make a count for the number of times you can "catch" child showing good performance.

This rate should double quickly.

Obtaining materials for reinforcers:

1. Voluntary donations — garage sales.
2. Leftovers — lost & found — magazines — replaced items.
3. P.T.A. funds.
4. Petty cash.
5. Party funds.
6. Free to all:
    a. Social reinforcers.
    b. Privilege reinforcers.

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SOCIAL REINFORCERS

FACIAL EXPRESSIONS

1. Laughing
2. Nodding
3. Smiling
4. Winking
5. Looking interested
6. Shaking head admiringly

VERBAL PRAISE

1. "Good job!"
2. "Great!"
3. "Good!"
4. "That's right!"
5. "Excellent!"
6. "Good thinking!"
7. "Exactly!"
8. "Fine answer!"
9. "Outstanding!"
10. "Interesting!"
11. "Clever!"
12. "Thank you!"
13. "Fine!"
14. "Terrific!"
15. "I'm pleased with that!"
16. "You really pay attention!"
17. "I like that!"
18. "You should show this to your parents!"
19. "Show this to the class!"
20. "See how well John is working!"
21. "Jimmy will finish on time!"
22. "That was nice of you!"
23. "That was kind of you!"
24. "You really know how to work!"
25. "Right on!"
26. "Wow!"

PHYSICAL CONTACT

1. Touching
2. Shaking hand
3. Patting head, shoulder, back
4. Hugging
5. Putting arm around
6. Holding hand
7. Stroking

PROXIMITY

1. Walking among students
2. Sitting in a group
3. Going to recess with the class
4. Eating with the children

STATUS

1. Keep a "Good Citizenship" list on the board.
2. Write a short personal note to a "good citizen," which he may show to parents or others.
3. Send a form memo home to the parents of a "good citizen."
4. Send a "good citizen" into the office for special commendation by the principal.
5. Have a "GOOD CITIZEN" rubber stamp made. Stamp seat work when exceptional behavior is noted. A specified number of stamped papers earns a certificate to take home.
6. Buy a tin badge in a dime store. Paste a "Good Citizen" label on it. On random occasions let a "good citizen" wear it for the rest of the period.
7. For line-up problems, establish a daily "honor line" for those showing appropriate line behavior. At each line-up add three or four pupils. The honor line gets to go in and leave first.
8. Make a number of stand-up apples with titles like "Good Worker," "Neat," "Quiet Worker," etc. Quietly place them on the desks of deserving students.

PRIVILEGE REINFORCERS

GROUP

1. Watching TV
2. Seeing a movie
3. Listening to music
4. Playing in class
5. Having a party
6. Making puppets and a puppet show
7. Doing art work related to studies
8. Making construction projects
9. Going on a field trip
10. Having outdoor lessons
11. Getting to go home early
12. Going out to recess early
13. Getting to make puzzles
14. Spending time in the library
15. Getting extra lunch time
16. Going to an assembly
17. Competing with another class
18. Performing for parents
19. Singing songs

INDIVIDUAL

1. Going first
2. Running errands
3. Presenting at "Show & Tell"
4. Being group leader
5. Collecting materials
6. Being excused from a test
7. Helping clean up
8. Getting to sit where you want
9. Taking care of class pets
10. Playing a game
11. Free reading
12. Leading the flag salute
13. Telling a joke to the class
14. Being in a skit
15. Supervising a group outside class
16. Playing teacher
17. Decorating a Christmas tree
18. Taking class pet home for weekend
19. Leading songs
20. Being team captain
21. Reading to the principal
22. Being called on to answer
23. Seeing a film strip
24. Spending special time with the teacher
25. Choosing the game
26. Teaching younger children
27. Helping set up equipment
28. Choosing songs to sing
29. Studying with a friend in class
30. Going to the library
31. Putting up the school flag
32. Assisting another student
33. Getting to read a new book

CONCRETE REINFORCERS

FOODS

1. Gum
2. Marshmallows
3. Peanuts
4. Jelly beans
5. Chocolate kisses
6. Cracker Jacks
7. Lemon drops
8. Candied cereal
9. Raisins
10. Candy bars
11. Cookies
12. Life savers
13. M & M's
14. Apples
15. Ice cream
16. Lollipops
17. Soft drinks

PLAY MATERIALS

1. Make-up kits
2. Cars
3. Marbles
4. Gliders
5. Painting sets
6. Records
7. Musical instruments
8. Dolls
9. "Dress-up" clothes
10. Comic books
11. Bean bags
12. Silly Putty
13. Toy animals
14. Blocks
15. Jump rope
16. Model airplane kits
17. Crayons
18. Colored chalk
19. Paper
20. Kites
21. Balls
22. Balloons
23. Yo-yo's
24. Play Dough
25. Boats
26. Badges
27. Games
28. Picture books
29. Coloring books
30. Clay
31. Mechanical toys
32. Costumes
33. Puzzles
34. Playing cards
35. Noise makers
36. Whistles

TOKENS

1. Marks on blackboard
2. Marks on a card
3. Gold stars
4. Numbers on a paper
5. Marks on a ladder with 50 steps
6. Marbles in a jar
7. Plastic chips that go on a ring
8. Poker chips
9. Pennies
10. A counter
11. Tickets
12. Punches on a card

SAMPLE STRATEGIES FOR CHANGING UNDESIRABLE BEHAVIOR

The following strategies may be
used in the classroom:

Start with something small
and try to strengthen or
weaken it.

Rearranging old methods
requires some new learning.

Anything worth doing is difficult
the first few times —
especially if it
involves developing
a new style.

Share your findings
with a fellow teacher.

Don't hide it —
even a failure.

You may get a solution
by doing this.

SAMPLE STRATEGY NUMBER ONE

Undesirable Behavior:	Bothering teacher at desk. (4th grade)
Rate of Behavior:	Students unnecessarily at teacher's desk (twenty-eight occurrences in one week).
Strategy:	Teacher ignored all children who came to desk — made no eye contact, said nothing. Teacher recognized only those children who raised their hands at their desks.
Results:	Occurrences of students at teacher's desk steadily decreased. After two weeks the daily average between zero and one.

SAMPLE STRATEGY NUMBER TWO

Undesirable Behavior:	Teasing other children. (individual student, 4th grade)
Rate of Behavior:	Disruptive behavior 83 percent of time. (teacher's observation — two days)
Strategy:	Isolation. A coat rack and bookcase rearranged in back of classroom making small isolation cubicle for child. Child sent to this "time-out place" for ten minutes every time he disrupted class.
Results:	Disruptive behavior steadily decreased. After nine isolations (four during first day) disruptive behavior dropped to 10 percent. Note: This child's teasing behavior was probably producing "payoff" from class (laughing, complaining, attending).

SAMPLE STRATEGY NUMBER THREE

Undesirable Behavior:	Inappropriate pencil sharpening. (3rd grade)
Rate of Behavior:	Substitute teacher noticed two children going to pencil sharpener, then five, then entire class.
Strategy:	Substitute got up from desk, gently removed sharpener bin, and then told children she would read them a story if they completed their work during the next twenty minutes. They did, she did.
Results:	A pleasant day. Note: Any teacher, especially a substitute, must catch a problem immediately.

SAMPLE STRATEGY NUMBER FOUR

Undesirable Behavior:	Overactivity. (six boys, 9 to 13 years, low-level intelligence)
Rate of Behavior:	Boys observed in playroom for eight days.
Strategy:	Rewarded following thirty seconds of "quiet time" (tokens exchangeable for candy). Procedure continued thirty days; during last four days token given after forty-five seconds.
Results:	Overactivity reduced 67 percent. Note: Overactivity was still substantially decreased eight days later when no rewards were used.

SAMPLE STRATEGY NUMBER FIVE

Undesirable Behavior:	Littering. (6th grade)
Rate of Behavior:	Materials not put away. (twenty-five daily, average one week)
Strategy:	Large FRIDAY BOX instituted in classroom. Each student given responsibility for own materials which were individually labeled. Materials not put away went into the FRIDAY BOX. FRIDAY BOX opened one half-hour weekly. Only then could articles be recovered.
Results:	After second week of FRIDAY BOX, littering decreased to three incidents weekly. Note: This procedure seems effective in all situations and at all age levels. (An author had to wait four days to recover important research materials placed by his wife in the family SUNDAY BOX. Also, the amount of material not taken from the box that is allowed to remain week after week provides a good indication of its worth to the litterer.)

SAMPLE STRATEGY NUMBER SIX

Undesirable Behavior:	Talking, noisy inattention. (ten children, five different classrooms, ages 6 yrs. 8 mos. to 10 yrs. 6 mos. Teachers recommended most severe problem children in class.)
Rate of Behavior:	Trained observers recorded inappropriate social behavior for six weeks. Average inappropriate behavior was 72 percent of time per day.
Strategy:	Teachers: (1) made classroom rules explicit; (2) ignored behaviors which interfered with learning or teaching unless dangerous; (3) used withdrawal of approval as punishment; (4) gave praise and attention to behaviors which facilitated learning; and (5) attempted to reinforce prosocial behaviors incompatible with inappropriate social behaviors.
Results:	Average inappropriate behavior decreased from 72 percent to 19.5 percent over an eight-week period. Note: Participating teachers were given a workshop in behavior modification during the experiment. Opportunities for each teacher to see daily observation graphs probably helped to increase effectiveness of the procedures.

SAMPLE STRATEGY NUMBER SEVEN

Undesirable Behavior: Vandalism. (7th grade)

Rate of Behavior: Seven students wrote on or destroyed: (1) desks, (2) walls, and (3) school equipment.

Strategy: (1) Desks — students sanded and revarnished damaged desks plus two others. (2) Walls — students washed entire wall. (3) School equipment — students contributed double financial value. All work strictly supervised and completed to satisfaction of teacher. Thereafter, students were responsible for property upkeep regardless of who caused damage. Parents not allowed to contribute to restitution in any manner.

Results: Vandalism eliminated. Students' supervision of school property established.
Note: This is perhaps one of the oldest and most effective discipline procedures.

SAMPLE STRATEGY NUMBER EIGHT

Undesirable Behavior: Disruptive classroom behavior. (9-year-old boy)

Rate of Behavior: Disruptions recorded by teacher.

Strategy: Disruptive behaviors ignored; appropriate behaviors rewarded. Boy kept after school for extreme deviations and sent home on later bus. This put child with students he did not know and withdrew peer attention. Correct behaviors reinforced by teacher praise and peer approval (continuously in beginning, more infrequently later on). Also, job of blackboard monitor followed appropriate behavior.

Results: Disruptive behaviors initially increased as payoff withdrawn. After initial rise maladaptive behaviors progressively decreased and were eliminated by end of third week.

SAMPLE STRATEGY NUMBER NINE

Undesirable Behavior: School failure. (16-year-old boy)

Rate of Behavior: Failed all academic subjects first half of year. Parents and teachers unable to "motivate studying."

Strategy: School counselor developed system with parents' cooperation. Every teacher signed individual daily progress report (one small sheet) after each class. Decision of signing for appropriate social and academic behaviors based on teacher's criteria. Allowance, social engagements, and car privileges contingent upon number of signatures earned each day.

Results: Better grades. C+ average attained for last six-week period of same year.
Note: Many parents offer rewards for good grades but cannot find a way to cut down the time interval so that rewards are meaningful in motivating the student. A complete academic term is very long for a student who cannot exhibit correct study patterns throughout one day.

SAMPLE STRATEGY NUMBER TEN

Undesirable Behavior: Noisy transition changing classes. (8th grade)

Rate of Behavior: Length of time after bell rang which students took to get into seats steadily increased to eight minutes.

Strategy: "Record party" contingent upon all students being in seats before final bell. One "pop" record (brought by students) played during Friday's class for each day all students in seat before final bell.

Results: Extended record parties by end of third week.
Note: A decrease in other maladaptive responses was observed when one record was deducted from "Friday's list" for antisocial behavior from any student.

SAMPLE STRATEGY NUMBER ELEVEN

Undesirable Behavior:	Aggressive hitting. (preschool boys, private kindergarten)
Rate of Behavior:	Teacher complained boys went "out of control" during outside play periods. (five children hurt in one week)
Strategy:	Large punching bag dummy with red nose installed on playground.
Result:	No noticeable decrease in human hitting. (six children hurt during week) Dummy punched frequently, especially in nose. Actually boys fought each other to take turns at dummy.
Strategy II:	Punching dummy removed. Individual boys isolated for duration of play period when observed hitting another child.
Result II:	After five days (seventeen isolations), hitting completely eliminated. Note: Hitting, like other behavior, is learned. It is not a mystical entity deep inside everyone's system waiting to be released. The more children are reinforced for hitting, the more they will hit. Some people even develop a curious "self-fulfilling prophecy" in this regard. They sincerely believe that, if they could just hit something, they would feel much better. Thus, when frustrated, they hit something; and, sure enough, they feel better.

SAMPLE STRATEGY NUMBER TWELVE

Undesirable Behavior:	Arithmetic achievement. (6th grade, thirteen boys)
Rate of Behavior:	Assignments completed during arithmetic period preceding recess averaged 4.2 (approximately 9 incomplete assignments). Recess activity closely observed. All boys played 100 percent of the time during the two-week period.
Strategy:	Boys told if assignments not completed, they could not go out to recess.
Result:	Only four incidents of recess participation were earned during the next week (three for one child). Arithmetic assignments completion did not increase following application of contingency.
Strategy II:	All boys instructed to work through recess and denied recess privilege. However, each boy was allowed five minutes' play in the gym after finishing two arithmetic problems correctly.
Result II:	Completed arithmetic assignments increased to nine by end of first week. By Tuesday of second week, all thirteen boys turned in assignments every day. After three weeks accuracy reached an average of 80 percent. Note: This application represents a discrimination many teachers fail to make. If the period of work is too long, the child cannot see the immediate rewards for his academic work; thus, behavior does not improve. It was apparent to the teacher that these thirteen boys (all retarded in arithmetic) really enjoyed recess. The teacher used recess contingently, but it did not work. The time span of work without reward for these particular boys was too long. When the rewarding activity was given following a short period of work, they all produced even though regular recess was denied. To keep the boys coming back from the gym rapidly, the teacher occasionally rewarded them immediately with another period in the gym for prompt return. By the end of the second week, all boys were running back from the gym to work again. When using activities as rewards, it is important to pay very close attention to "structuring activities in time."

A SUMMARY OF BEHAVIOR ANALYSIS

Adapted from a Title VI-B Workshop
by Dwight S. Goodwin
California State University, San Jose

STEP 1

DESCRIBE THE UNDESIRABLE BEHAVIOR

____

____

____

____

____

____

Next, estimate how often the undesirable behavior occurs.
(Check appropriate box.)

a. Once a day ☐

b. Two to ten times a day ☐

c. More than ten times a day ☐

STEP 2

DESCRIBE THE BEHAVIOR YOU WOULD LIKE TO TAKE THE PLACE OF THE UNDESIRABLE BEHAVIOR

Finally, describe any behavior that the student already possesses that might help achieve the desired behavior.

Try to estimate how often these last behaviors occur each day. (Check appropriate box.)

a. Once a day ☐

b. Two to five times a day ☐

c. Six to ten times a day ☐

d. More than ten times a day ☐

STEP 3

Copy the undesirable behavior from STEP 1 here.

____

DESCRIBE WHAT HAPPENS BEFORE THE UNDESIRABLE BEHAVIOR OCCURS

What is the CURRICULUM?

a. Subject matter and activity (math, P.E., writing, listening) ____________________

b. Length of time for assignment ____________________

c. Accuracy required for assignment ____________________

d. How presented (e.g., written/verbal directions) ____________________

e. Physical environment (e.g., inside, outside, in corner, etc.) ____________________

f. Other ____________________

What is the SOCIAL CONTEXT of the undesirable behavior? (Check appropriate boxes.)

Teacher leads/participates		Teacher doesn't lead/participate	
a. Individual	☐	a. Individual	☐
b. Small group	☐	b. Small group	☐
c. Class	☐	c. Class	☐

What else in the environment might trigger this behavior?

____

____

____

STEP 4

Copy the undesirable behavior from STEP 1 here.

DESCRIBE WHAT HAPPENS AFTERWARDS

When this behavior happens, what does/do

	the TEACHER do	&		how often?	
			frequently	sometimes	seldom
a.					
b.					

	the PEERS do	&		how often?	
			frequently	sometimes	seldom
a.					
b.					

	OTHERS do (nurse, principal, parent, etc.)	&		how often?	
			frequently	sometimes	seldom
a.					
b.					

What is the effect on the pupil's work?

		frequently	sometimes	seldom
a.	Doesn't begin.			
b.	Doesn't participate.			
c.	Doesn't complete.			
d.	Doesn't turn in assignment.			

What else follows the undesirable behavior?

		frequently	sometimes	seldom
a.				
b.				

STEP 5

Copy the desired behavior from STEP 2 here.

____

DESCRIBE WHAT HAPPENS BEFORE THE DESIRED BEHAVIOR OCCURS

What is the CURRICULUM?

a. Activity (e.g., writing, listening, etc.) ____________________

b. Length of time for assignment ____________________

c. Accuracy required for assignment ____________________

d. How presented (e.g., written/ verbal directions) ____________________

e. Physical environment (e.g., inside, outside, etc.) ____________________

f. Other ____________________

What is the SOCIAL CONTEXT when the desirable behavior occurs? (Check appropriate boxes.)

Teacher leads/participates		Teacher doesn't lead/participate	
a. Individual	☐	a. Individual	☐
b. Small group	☐	b. Small group	☐
c. Class	☐	c. Class	☐

What else in the environment might trigger the desired behavior?

____

____

____

STEP 6

Copy the desired behavior from STEP 2 here.

____

DESCRIBE WHAT HAPPENS AFTERWARDS

When this behavior happens, what does/do

the TEACHER do	&		how often?	
		frequently	sometimes	seldom
a. ____________				
b. ____________				

the PEERS do	&		how often?	
		frequently	sometimes	seldom
a. ____________				
b. ____________				

OTHERS do (nurse, principal, parent, etc.)	&		how often?	
		frequently	sometimes	seldom
a. ____________				
b. ____________				

What is the effect on the pupil's work?

	frequently	sometimes	seldom
a. Does begin.			
b. Does participate.			
c. Does complete.			
d. Does turn in assignment.			

What else follows the desired behavior?

	frequently	sometimes	seldom
a. ______ ____________			
b. ____________			

STEP 7

INCREASING THE DESIRED BEHAVIOR

CURRICULUM – What changes can be made to increase the likelihood that the desired behavior will occur?

a. Subject matter and activity (math, reading, listening, etc.) ______________________________

b. Length of time for assignment ______________________________

c. Accuracy required for assignment ______________________________

d. Manner of presentation (e.g., oral/written directions) ______________________________

e. Physical environment (e.g., inside, outside, in corner, etc.) ______________________________

f. Other ______________________________

SOCIAL CONTEXT – What changes could be made in the social context to increase the likelihood that the desired behavior will occur?

a. What condition should be set? ______________________________

b. Should the pupil be working with someone? ______________________________

c. What are the conditions under which this is possible? ______________________________

d. For how long? ______________________________

What explanations (if any) should be given beforehand?

a. The amount of work to be performed? ______________________________

b. The amount of time to complete work? ______________________________

STEP 8

INCREASING THE DESIRED BEHAVIOR

What does the student do when he has finished as a signal that he has completed his task?

____

____

____

How is the task to be checked for accuracy, etc.?

____

____

____

What is the arrangement for payoff? (immediate, delayed, schedule)

____

____

____

What options can students select for types of rewards and/or when they are delivered?

____

____

____

STEP 9

Copy the undesirable behavior from STEP 1 here.

____

ALTERNATIVES FOR UNDESIRABLE BEHAVIOR

What consequence do you plan to use if the undesirable behavior occurs?

____

____

____

Explain the consequence if the undesirable behavior occurs.

____

____

____

Describe what can be used as a signal to the student if the undesirable behavior occurs.

____

____

____

Describe what the student is to do or where he is to go when he sees or hears the signal.

____

____

____

STEP 10

Copy the undesirable behavior from STEP 1 here.

____

DECREASING THE UNDESIRABLE BEHAVIOR

Describe the consequences that are to follow when the undesirable behavior occurs. (those you and/or the student have decided upon)

a. ____

b. ____

c. ____

d. ____

NOTE: BE SURE TO STATE THESE CONDITIONS SO THAT EVERYONE AGREES ON WHAT THEY ARE . . . . BE SPECIFIC!

CONTINGENCY ANALYSIS CHART

CURRENT STATUS

A. Antecedent (What happens before) STEP 3	Deceleration Target B. Behavior STEP 1	C. Consequent (What happens afterwards) STEP 4
A. Antecedent STEP 5	Acceleration Target B. Behavior STEP 2	C. Consequent STEP 6

PLANNING FOR CHANGE

A. Antecedent STEP 9	Deceleration Target B. Behavior STEP 1	C. Consequent STEP 10
A. Antecedent STEP 7	Acceleration Target B. Behavior STEP 2	C. Consequent STEP 8

CURRICULUM AIDS

Page
Introduction 165
Achievement Awards 167
Learning Contracts 197
Bonus Points and Free-Time Activities 219
Work Record Card and Task Card 239
Reading Record Card 241
Reading Count Card 243
Pupil Progress Report 245
Menu Selection Card 247

INTRODUCTION

The following behavior modification and human relations curriculum aids are to be used as motivators in working with children. They can be reproduced, perhaps on colored paper, when needed. Teachers spend many hours creating such ideas and making similar materials. Hopefully these aids will help to lighten that load. The success with children will depend on each teacher's need and their utilization of the aids.

ACHIEVEMENT AWARDS

Awards are written messages to recognize a person's effort and accomplishment in achievement or skill mastery, behavior control, or human support (providing a helping hand to a fellow human being).

They come in many sizes, shapes, and colors. Any theme or character can be used, and the message format is worded in a flexible way to enable the teachers to personalize the message for its future receiver.

Awards can be used any time of the day and as frequently as the teacher desires. Every student is eligible for recognition at his own level as there is no competition built in.

At what age do we outgrow our pleasure in having someone pay us a compliment? Not in this lifetime! Positive reinforcement is ego boosting and tends to increase the probability of the behavior recurring.

Experiment with these and try developing some of your own. The examples herein were designed by teachers.

That was a hard job!

__________________________deserves a big hand

for ____________________________________

____

____

Date:____________________

Signature:____________________

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BY THE WAY, DON'T FORGET
TO TELL ____________________
THAT ______________ IS DOING A
GREAT JOB OF ______________
____
____
FOR THE PAST ______ DAYS!

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I HAVE SOME GREAT NEWS
TO TELL YOU! ______________
____
____
____
____
____

____
DATE

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I'm proud of ____________________

for trying something new.

__________ is learning __________

____

____

____

____________________ teacher

____________________ date

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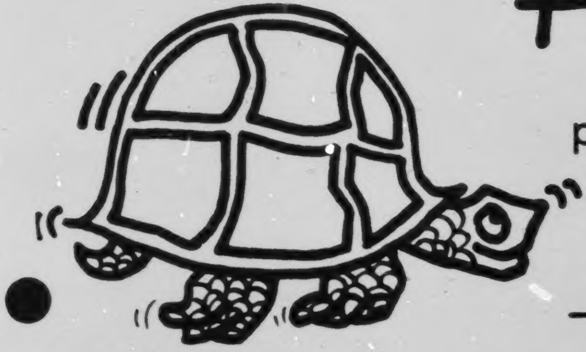
---

the CAREFUL WORKER AWARD



presented to ____________________

for ____________________

____

____________________ teacher

____________________ date

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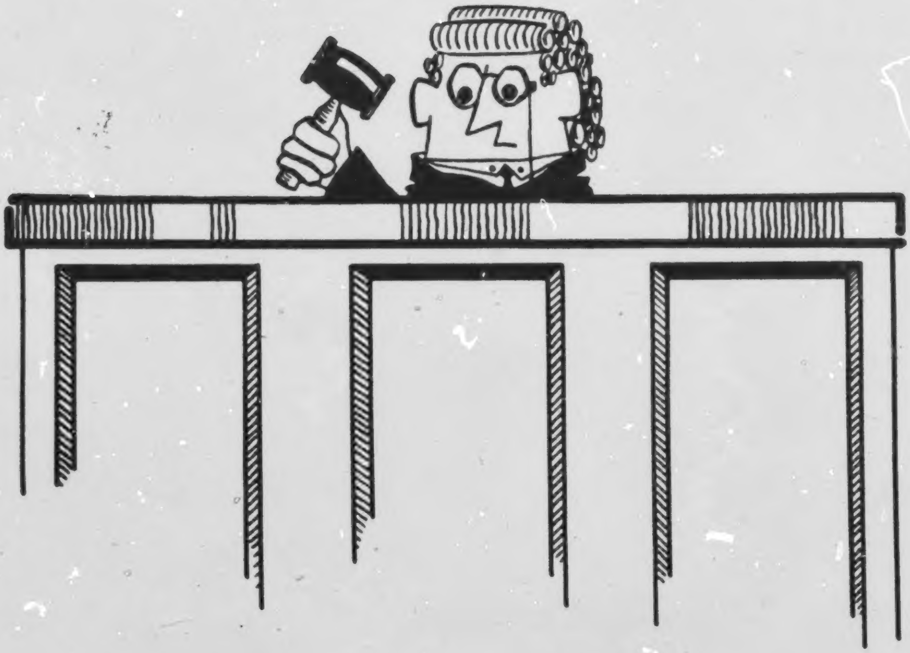

JUDGE'S SPECIAL AWARD

TO______________________________

FOR______________________________

____

DATE

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Achieveme
Award

We are proud of you ______________

because you did such a good job on ______________

____

____

Thank you.

Signed: ______________
Teacher

____
witness

____
date

To A Blue
Ribbon Worker

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Achievement Award…

We are proud of you ______________________________

because you did such a
good job on ______________________________

____

____

Thank you.

Signed: ______________________________
Teacher

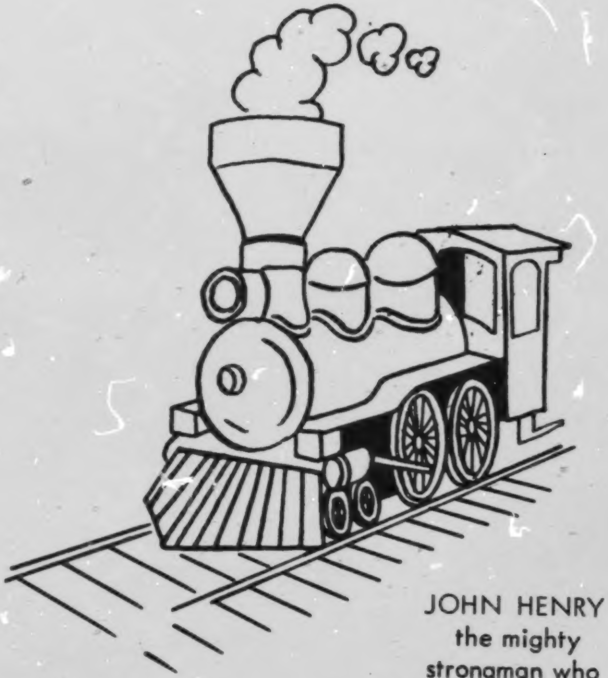
____
witness

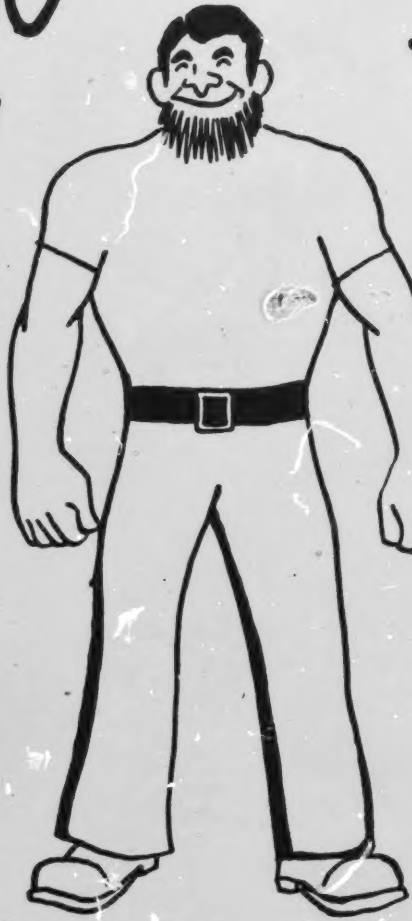
____
date

ndent of Schools, Department of Education, San Diego County 8-74

Good Guy award… ↓

→ and





JOHN HENRY
the mighty
strongman who
helped build America's
railroads.

date

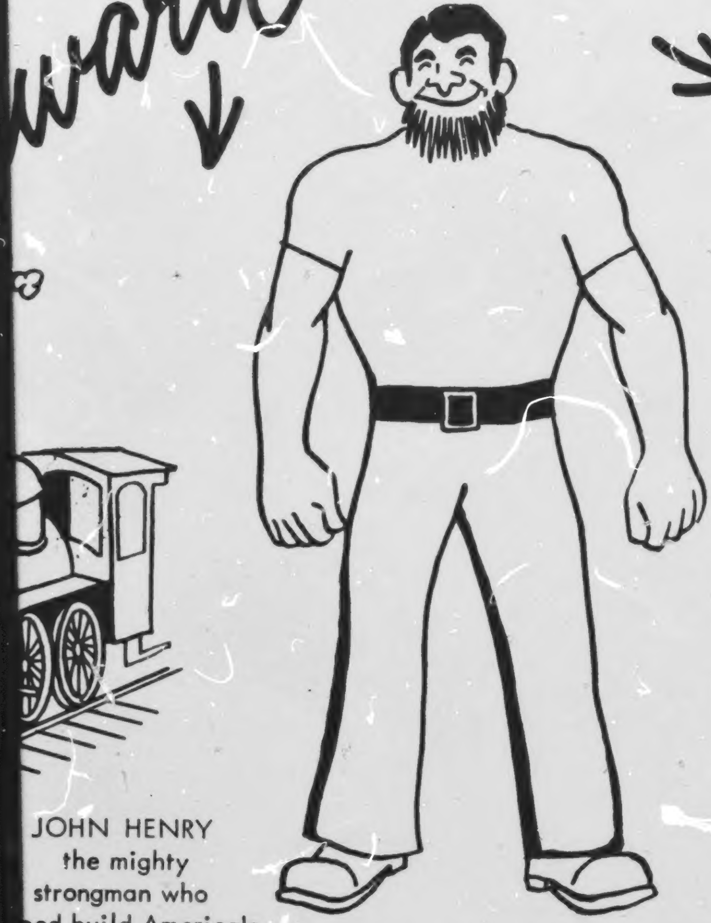
witness

Superintendent of Schools, Department of Education, San Diego County 8-74

fuy

ward...

and..



JOHN HENRY
the mighty
strongman who
ped build America's
railroads.

witness

signed

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I WONDER H
ALWAYS GE
CLASS ON

Te

Si

PUNCTUALITY PRIZ

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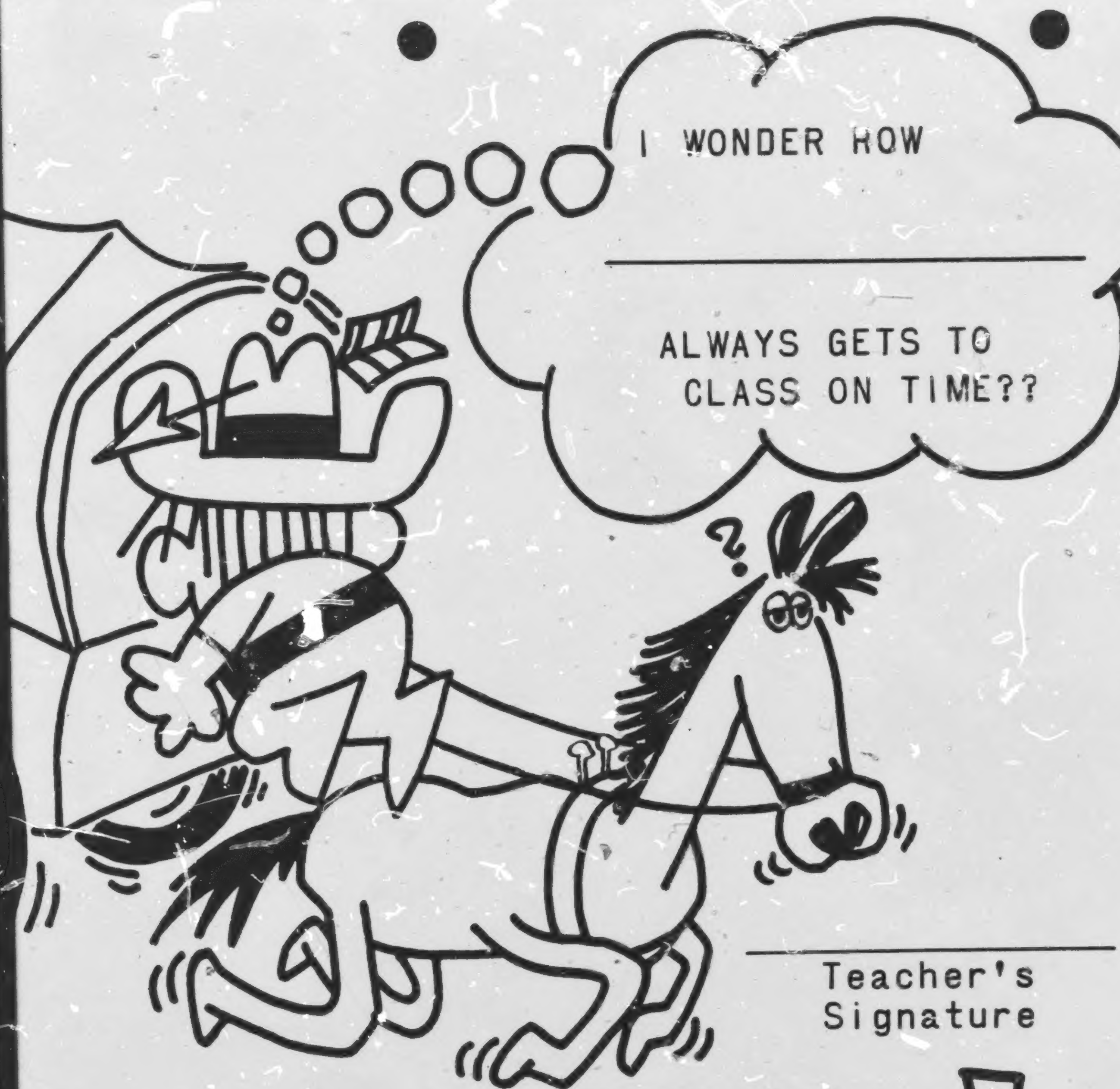
I WONDER HOW
ALWAYS GETS TO CLASS ON TIME??
?

____
Teacher's
Signature

CTUALITY PRIZE!

f Education, San Diego County 8-74

Outstanding CITIZEN AW

TO ______________________ FOR
MAKING __________________ A
BETTER PLACE TO BE.

____
DATE

____
TEACHER'S S

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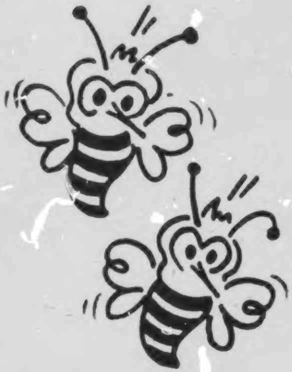
LET'S
BE
FRIENDS!

ing CITIZEN AWARD..

TO ____________________ FOR
MAKING ________________ A
BETTER PLACE TO BE.

____
TEACHER'S SIGNATURE

on, San Diego County 8-74



Something to

BUZZ

About!

____

did a fine job in ______________________________

We are proud of you!

Signed ____________

Witness ____________

Date ____________

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Something to BUZZ About!

---

did a fine job in ______________________

We are proud of you!

Signed ______________________

Witness ______________________

Date ______________________

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The

"GIT" award

(Got It Together)

presented to ______________________________

for: ______________________________

____

teacher ____________________

witness ____________________

date ____________________

214

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Congratulations!

AT LAST YOU'RE OVER THE HUMP!

Presented to ______________________________

for completing ______________________________

____

____

____

Date ______________________

Teacher ______________________

Witness ______________________

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BURST
with prid

This is to certify

____

has completed

____

Wo

____

Date

____

Teacher

Superintendent of Schools, Department of Education, San Diego County 8-74

BURSTING with pride!

This is to certify that

____

has completed

____

WOW!

____

e

____

ner

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For not bugging
anyone during
________today

____

____

____

____

"Thanx"

218

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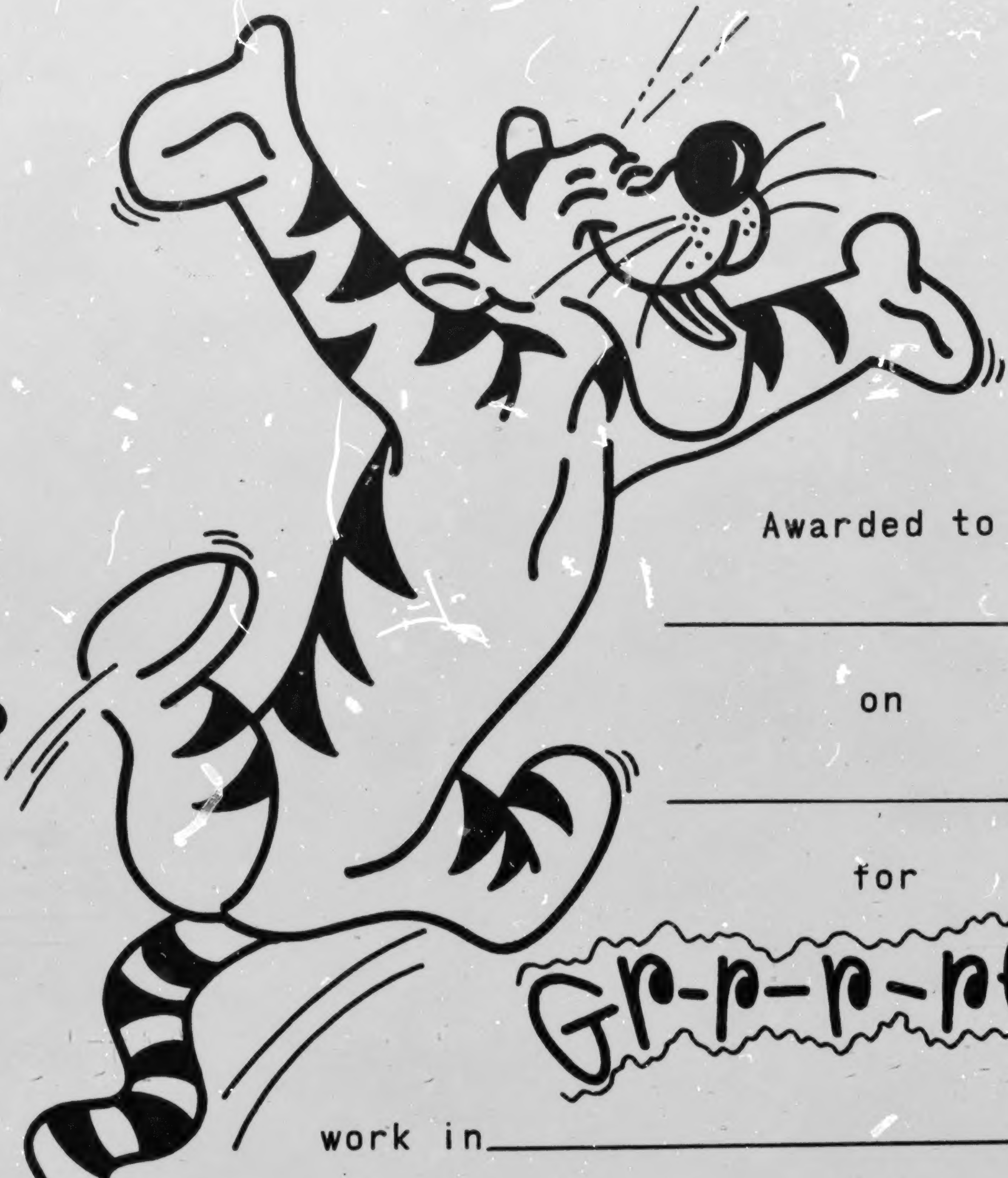

Awarded to

____

on

____

for

Gr-r-r-reat

work in____

Teacher's Signature:________________________________

Witness:____

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LEARNING CONTRACTS

Learning contracts come in various forms, and they can cover all subject matter areas in the classroom. They may also be used with behavior that needs to be diminished or possibly increased. These contracts are examples to show how they may vary and be used cooperatively with children and teachers.

In using the contracts you will find that both the teacher and student have a responsibility to carry out.

I, ______________________________,

will try to do the

following ______________________.

I, ______________________, will help by ________

______________________. We'll check it all

______________.

221

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San Diego County 8-74

signed ______________ signed ______________

Together
we
can
do it!

______________________________,

y to do the

ng__________________.

____________________, will help by______________

______________. We'll check it all out on

_______.

ned__________________ signed______________________

Bear with it...

you can do it...

I will try to ________________________________

____

student's signature

I will try to ________________________________

____

teacher's signature

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DOCTOR OF PHARM

Official Prescription Rx D

been given the fo
prescripti

-take once a day f
_____ days. If yo
up is good, I, _____
agree to provide: _____

_____

and also a clean bill of

_____ _____
STUDENT T

Official Prescription Rx DATE ____

____ has been given the following prescription:

-take once a day for ____ days. If your check-up is good, I, ____, agree to provide: ____

____

and also a clean bill of health.

____ STUDENT

____ TEACHER

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Good Behavior Contr

I will try
to be more
patient when ______________________

____

____

signed ______________________
STUDENT'S SI

I will try to help

______________________ by ______________________
STUDENT'S NAME

____

signed ______________________
TEACHER'S S

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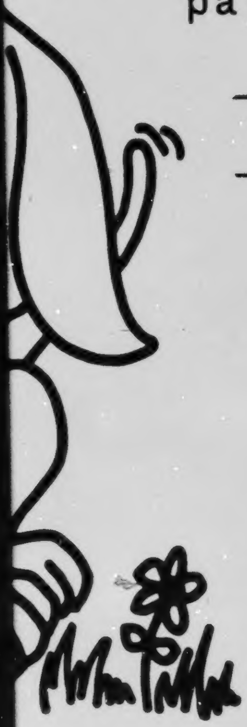
Behavior Contract.

I will try
to be more
patient when ______________________________

____

____



signed ______________________________
STUDENT'S SIGNATURE

I will try to help

________________ by ______________________
STUDENT'S NAME

____

signed ______________________________
TEACHER'S SIGNATURE

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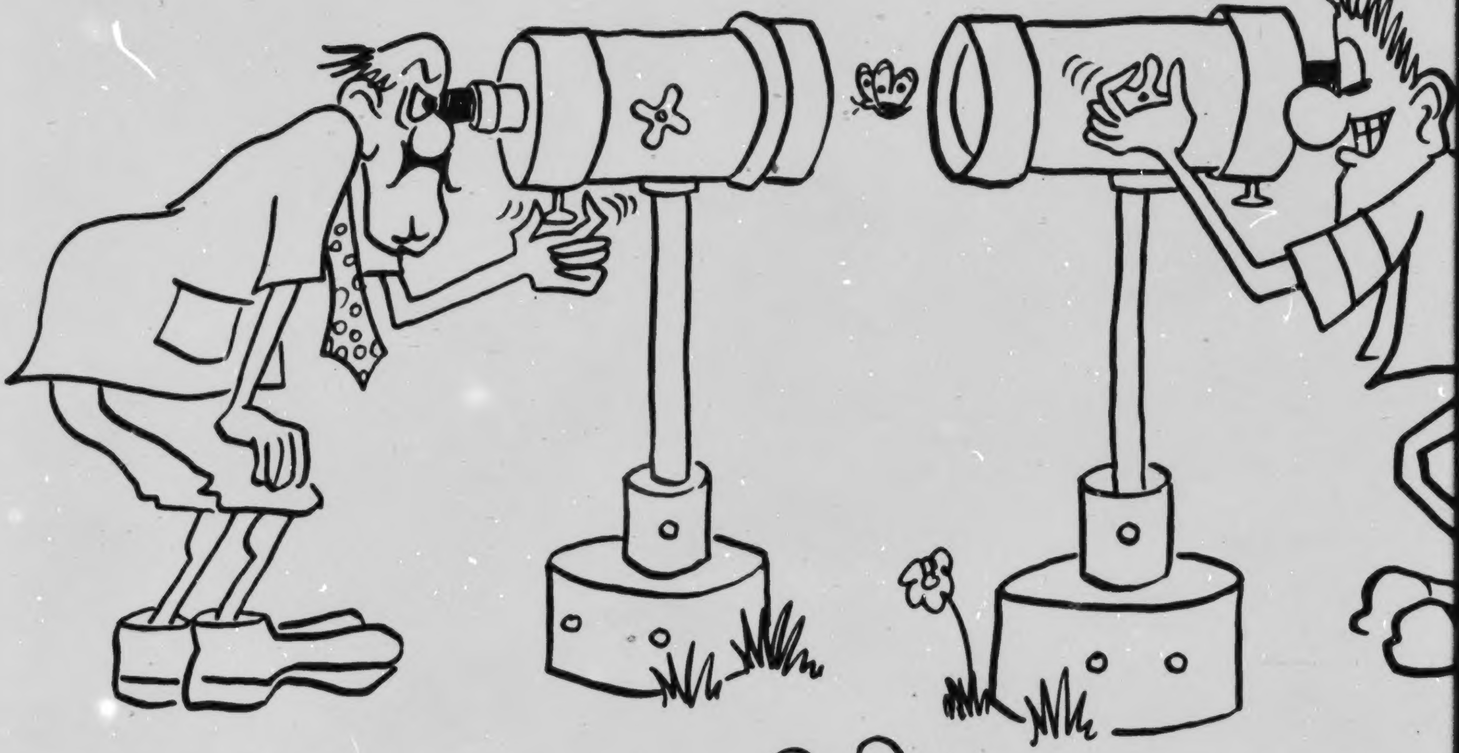
We could enjoy working together if:



I will try to . . .

____

____

____

I will try t

____

____

____

____

teacher's signature

____

student

(If I am satisfied, I will give you an

"I-think-I-like-you-better-because . . ." aw

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could enjoy working together if:

. . .

I will try to . . .

____

____

____

____

signature

student's signature

I am satisfied, I will give you an

I-like-you-better-because . . ." award.)

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LET'S MAKE A DEAL...

I will try to. ____________________________

If you will try to ____________________________

I will try not to __________________

____

if you will try not to __________________

____
student's signature

____
teacher's signature

date __________________

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I will try to ______________________________

____

____

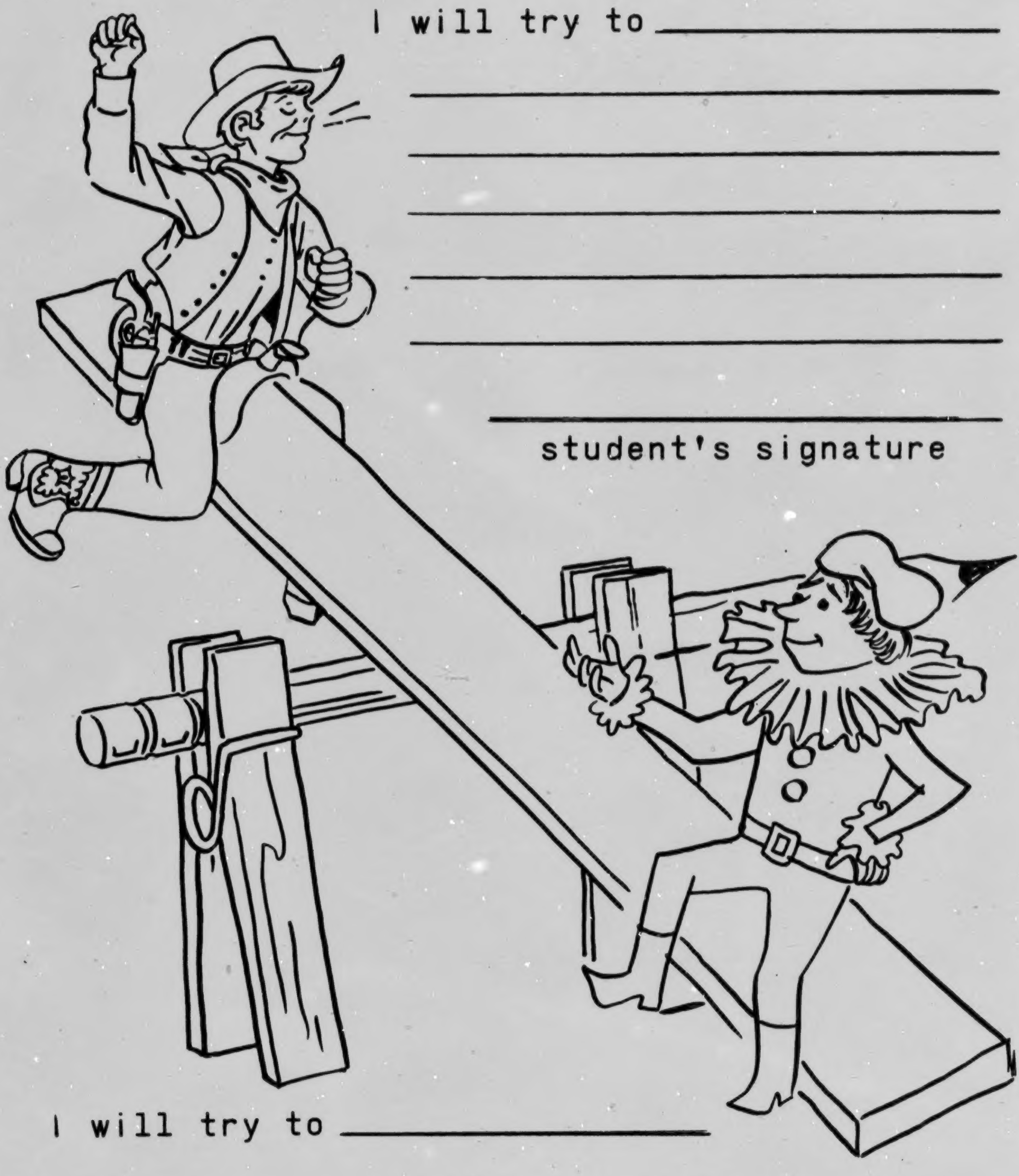
____

____

____

____

student's signature



I will try to ______________________________

____

____

teacher's signature

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LEARNING CONTRACT

____
student

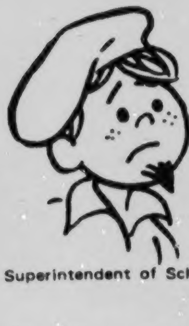
Agrees to complete
the following:

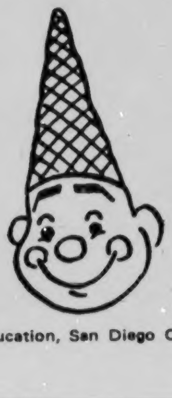
____
____
____
____

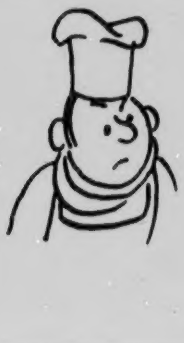
by __________ . ______________ agrees to help
DATE TEACHER

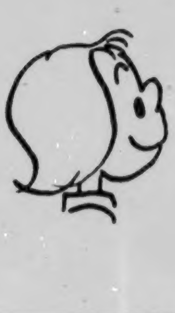
in this way: ______________________________
____
____
____

How did you feel about it?









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REMARKABLE THINGS Agreement

THE DEEP-WATER SAILOR
OLD STORMALONG
WHO TIED A GIANT OCTOPUS
INTO KNOTS AND DID
OTHER REMARKABLE
THINGS.

I, ______________________________, will try to

do this Remarkable Thing:

____

____

____

____

I, ______________________________, will help

by ____

________________________ STUDENT

________________________ TEACHER

________________________ CHECK-UP DATE

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LOOK AT ME!

—and if that's not enough, here's what I plan to do next:

____

____

____

____

____

—and I'll have it done by

____

____
SIGNATURE

DATE COMPLETED	WITNESS	TEACHER

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BONUS POINTS AND FREE TIME ACTIVITIES

Many times bonus points and free-time activities are used as positive reinforcement to increase the occurrence of a behavior. The following are given as examples to aid the teacher in creating formats for bonus points and/or free-time awards. Some of the examples are open ended so that the teacher may fill in the number of bonus points or amount of free time, whichever is to be given to the student.

Pick one option
from the free
time menu.

____
signature

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You have earned
__________ bonus points.

____
signature

____
date

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You have earned
_______ minutes of your choice.
Good until ____________________

____
signature

____
date

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name ______________________

Have I got a deal for you!

Bonus!!

You have earned

* 5 points

or

*10 minutes at activity of your choice

or

*

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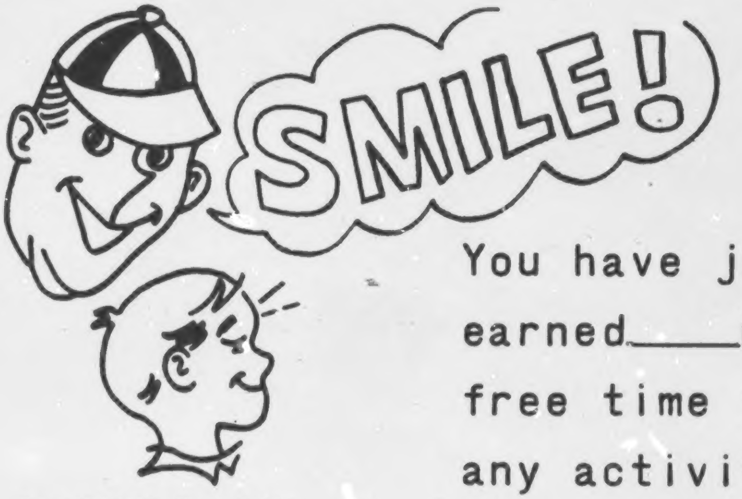

You have just
earned____minutes
free time to work on
any activity of your choice.

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Congratulations

this entitles__________to
bonus points because
of the extra effort put
forth in completing your
work today.

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BONUS CARD

good for______________
minutes of free
time at an
activity of
your choice with a friend.

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TIGER-prific

You have earned

___minutes of free

time to ○ play a game

○ do art work

○ work on models

○ talk with a friend or

○ visit another room.

LI

no

____

has ea

bonus

work c

signed

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"WHICH" activity

would you like to

do? You have

________minutes

of free time

in the________

________center.

Superintendent of Schools, Department of Education, San Diego County 8-74

Just HOPPING

You h

earne

bonus

this

Superintendent of Schools, Department of Education, S cation, San Diego County 8-74

ific

have earned
minutes of free
e to ○play a game
rt work
on models
with a friend or
t another room.

ty
ld you like to
You have
_____minutes
of free time
in the_______
_______center.

ls, Department of Education, San Diego County 8-74

LION? not me!

____
name
has earned
bonus points for
work completed
signed _______________

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

Just HOPPING to tell you..

You have
earned_____
bonus points
this week!

Superintendent of Schools, Department of Education, San Diego County 8-74

Lunch Pass

__________ may leave

for lunch __________
date

_____ minutes

early for:

____

____

____
teacher

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

---

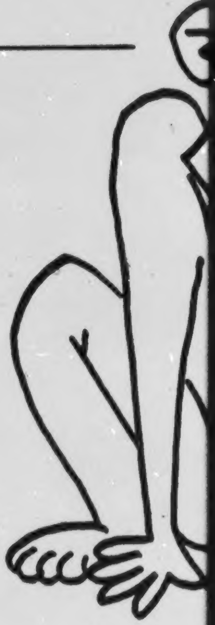
name __________

has earned

_____ minutes

of Goof Off

time.



____
date

____
teacher

Library Pass

Good for ___ minutes

for __________.

____
name

____
teacher

____
date

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

Game Pass

Good for

to play a game with

____

____

____

____
name

____
teacher

___ may leave

lunch ___________
date

____ minutes

early for:

____

____

____
teacher

---

name ______________

has earned

_____ minutes

of Goof Off

time.

____
date

____
teacher

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

---

for ___ minutes

______________.

____
name

____
teacher

____
date

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

Game Pass Good for _____ minutes

to play a game with a friend for

____

____

____

____
name

____
teacher

Supt. of Schools, Dept. of Educ.
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You Did It!

Good work, ______________________
STUDENT

Now have some fun at the

__________ for ____ minutes.

____
TEACHER

Superintendent of Schools, Department of Education, San Diego County 8-74

You've been working very hard and have earned a break.

Take ____ minutes of free time, ______________
student

____
teacher

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Supt. of School pt. of Educ.
San Diego County 8 4

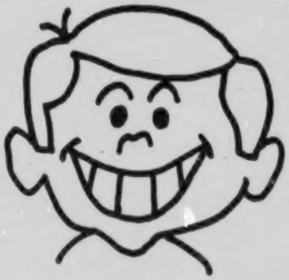
How good it is!

You can take ______________

____

home over night as a bonus prize!

You put your best foot forward and you deserve _____minutes of free time!



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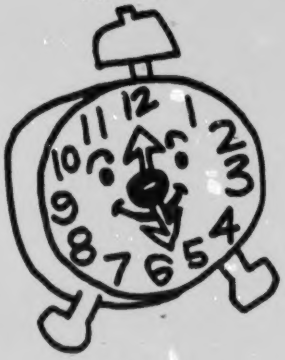
For being READY you may go:

- ☐ To the gym
- ☐ For a walk with the teacher
- ☐ On a trip to the barns.



Supt. of Schools, Dept. of Educ.
San Diego County 8-74

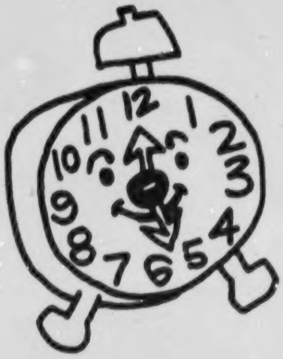
Supt.
San D

You put your
best foot
forward
and you
deserve
_____minutes
of free
time!

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

For being
READY
you may
go:

☐ To the gym
☐ For a walk with the teacher
☐ On a trip to the barns.



Supt. of Schools, Dept. of Educ.
San Diego County 8-74

YOU
DID IT!
and
you have
earned______
minutes
of free
time!

Supt. of Schools, Dept. of Educ.
San Diego County 8-74

Superintendent of Schools, Department of Education, San Diego County 8-74

Golden Pencil Award

________________ has

earned a new pencil

for: ________________________

____

____________ ____________

date teacher

Superintendent of Schools, Departmen

I would like to ______

I will earn this by______

____

____

____

____

student

____

teacher

Good Teacher Award

Good for one free pass

for helping

____

learn to ____________

____

____

____

name teacher

Superintendent of Schools, Department of Education, San Diego County 8-74

Be

Bo

G

f

____

name

Superintendent of Schools, Departm

San Diego County 8-74

has

pencil

____

____

____

teacher

---

rd

ee pass

elping

____

rn to ______________

____

____

____

teacher

San Diego County 8-74

Superintendent of Schools, Department of Education, San D County 8-74

I would like to ______________.

I will earn this by ______________

____

____

____

____

student

____

teacher

Behavior
Bonus Card

Good for one free pass for

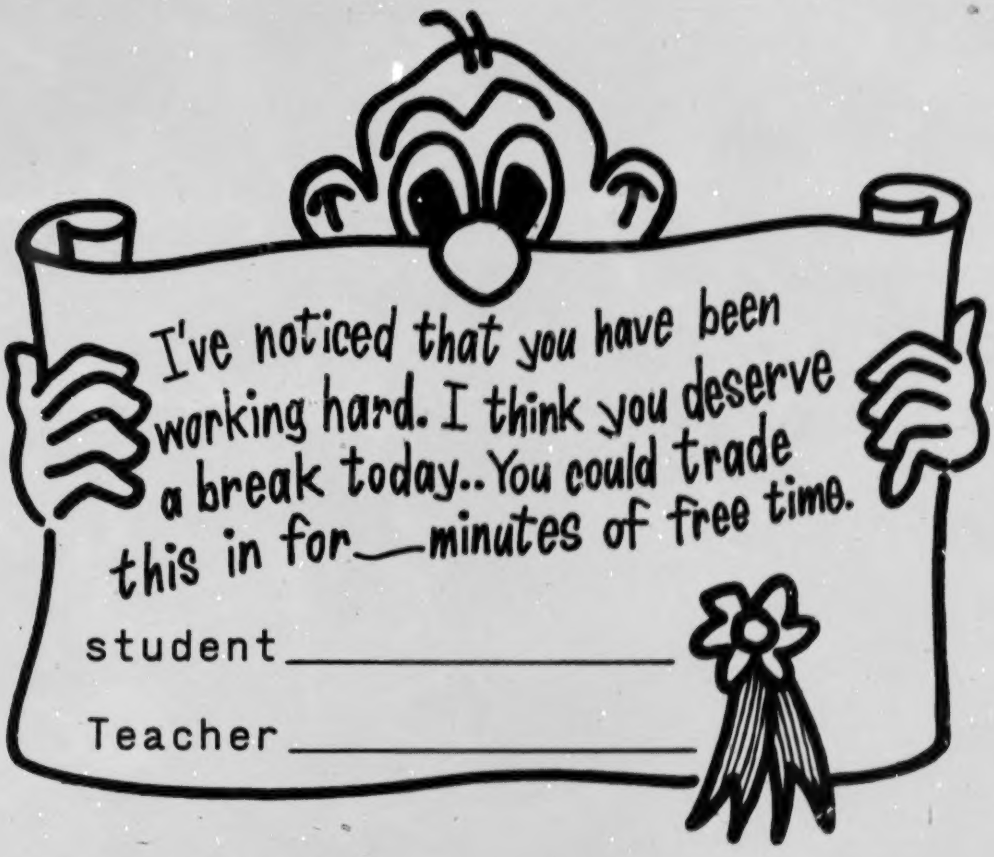
____

(behavior)

____

name

Superintendent of Schools, Department of Education, San Diego County 8-74



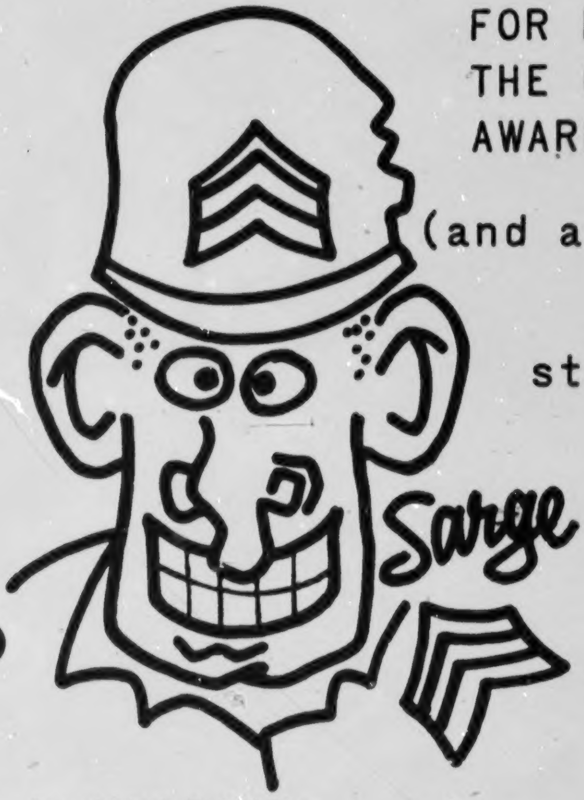
I've noticed that you have been working hard. I think you deserve a break today.. You could trade this in for__ minutes of free time.

student__________________

Teacher__________________

FOR EFFORT ABOVE AND BEYOND
THE CALL OF DUTY, I HEREBY
AWARD YOU MY PICTURE.....

(and also___minutes of free time)



student________________________

teacher________________________

date awarded__________________

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ESEA TITLE III

WORK RECORD CARD

NAME ____________________

CARD NUMBER ________

experimental 249

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ESEA TITLE II

TASK NO. ______

WHEN YOU FINISH, RAISE Y

experimental

250

A TITLE III

CORD CARD

MBER ________

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ESEA TITLE III

TASK NO. ________

WHEN YOU FINISH, RAISE YOUR HAND.

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ESEA TITLE III

READING RECORD CARD

Name ____________________

TITLE OF BOOK	DATE	PAGES READ	LINES READ IN 3 MIN.	STUDY

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experimental

ESEA TITLE III

RECORD CARD

Name ______________________________

K	DATE	PAGES READ	LINES READ IN 3 MIN.	STUDY WORDS

al

1

ESEA TITLE III

READING COUNT CARD

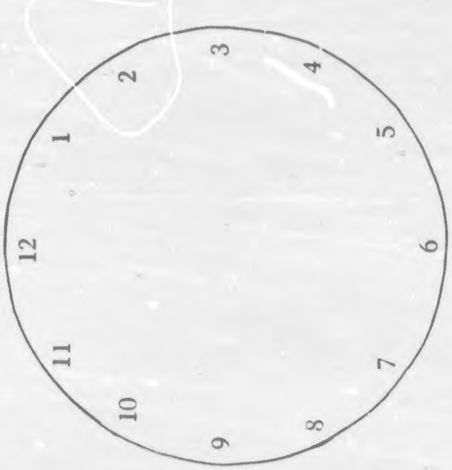
NAME ______________________

experimental

ESEA TITLE III

ACTIVITY CARD

NAME ______________________



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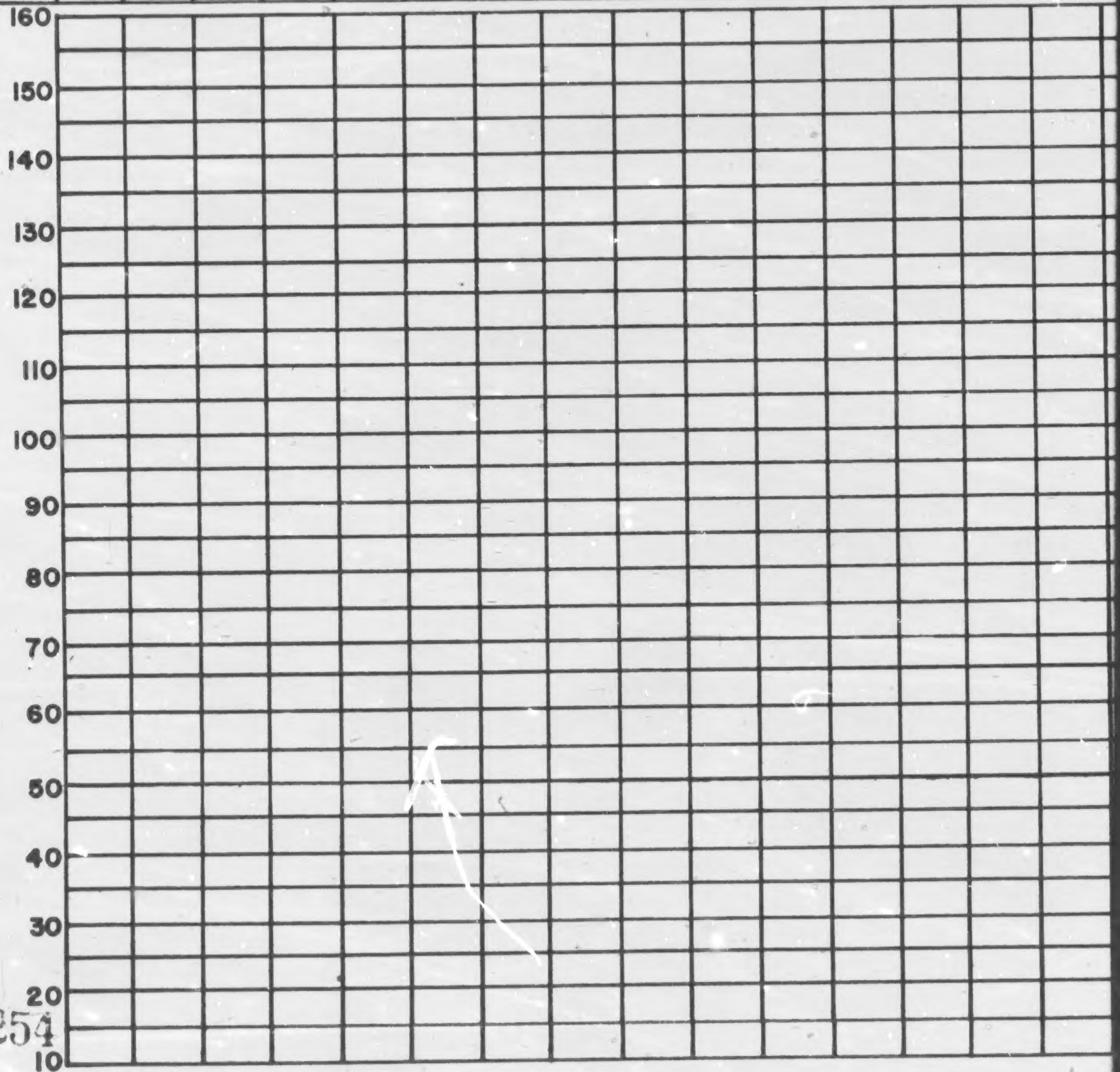
ESEA TITLE III

PUPIL PROGRESS REPORT

Name

Date															



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ESEA TITLE III

PUPIL PROGRESS REPORT

Name ____________________

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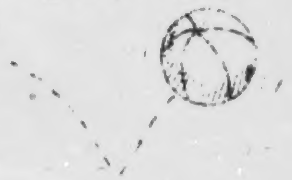
Be the student to take a ball out at recesses 1 day.



Good for 1

Candy Bar

Have 2 choices

from the book.

Go to Lunch with the teacher

Get out of **JAIL**

FREE!

experimental

Pick 1 record to listen to at the record player with the earphones.

Be the 1st one to go to recess for 2 days.

Be the First one to go home

for 3 days.

Choose 1 friend and be the first ones to go to lunch for 1 day.

15 minutes

Free Time

at any center

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ESEA TITLE III

MENU SELECTION CARD

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MOTION PICTURE TEACHING MATERIALS

BEGINNING RESPONSIBILITY: BEING A GOOD SPORT* *** MP 1223
Grade Level - K, 1, 2, 3, 4, 5, 6 color 11 min 1969
An act of poor sportsmanship is examined. How this and other conflicts might be resolved. Situations involving youngsters and the underlying motives that lead them to varying degrees of sportsmanship are explored. Producer: Corf

BEGINNING RESPONSIBILITY: BEING ON TIME* *** MP 1879
Grade Level - K, 1, 2, 3 color 10 min 1956
After several examples of the consequences of being late, shows a way to be on time. Steps suggested are: having a plan, get things ready before hand, and work out a time schedule.

BEGINNING RESPONSIBILITY: DOING THINGS FOR OURSELVES IN SCHOOL* ***
Grade Level - K, 1, 2, 3 color 11 min 1963 MP 1560
Shows how Steve learns to do things for himself—by watching others, by profiting from his mistakes, by asking for help, and by practice. Stresses satisfactions of self-reliance and the fun of learning. Producer: Coronet

BEGINNING RESPONSIBILITY: LUNCHROOM MANNERS* MP 2109
Grade Level - K, 1, 2, 3, 4, 5, 6 black and white 11 min 1960
Depicts a puppet show about a man who is clumsy and impolite at the table to show a class that manners are important. One member of the class goes to lunch and remembers proper lunchroom manners. Producer: Coronet

BEGINNING RESPONSIBILITY: RULES AT SCHOOL* *** MP 2167
Grade Level - K, 1, 2, 3, 4, 5, 6 color 11 min 1965
Explains how a class makes rules and why they are important. Considers the reasons for following school rules about promptness, good conduct, and playground safety. Producer: Coronet

THE BIKE** MP 7159
Grade Level - K, 1, 2, 3, 4, 5, 6 color 13 min 1969
A story in which two young boys borrow a friend's bike without permission and accidentally damage it. Unable to repair it, they are faced with the consequences of their actions. Open-ended technique prompts discussion on the part of the viewer. Producer: McQuilk

*Taken from Primary Audio-Visual Materials Catalog, Sept. 1971, San Diego County
**Taken from Intermediate Audio-Visual Materials Catalog, March 1972, San Diego County
***Available at Audio-Visual Department of San Diego Unified School District

BLACK THUMB** MP 2371

Grade Level - 4,5,6,7,8,9 color 9 min 1970

A black man tending a garden in a suburban home is assumed to be a handyman. He is the owner. The film explores the type of prejudice that produces such assumptions and the kind of person who exhibits that prejudice. Producer: KingSP

THE CLUBHOUSE BOAT** MP 6978

Grade Level - 4, 5, 6 color 19 min 1968

A boy must choose whether to help his friends with money that is not his or to return it. Film portrays anxiety that child feels from peer pressures; stresses conflict of values, decision making, strength of character. Open-ended for discussion. Producer: Dimension

DON'T BE AFRAID** *** MP 1591

Grade Level - 4, 5, 6 color 12 min 1953

Helps children to understand that fear is normal and often is nature's way of getting them to avoid danger; but when there is no real danger, fears can be overcome by various simple means such as talking them over with an understanding adult. Producer: EBF

DON'T GET ANGRY** MP 1587

Grade Level - 4, 5, 6 black and white 12 min 1953

Explains that anger is a natural emotion and demonstrates how it can be liberated in various desirable ways resulting in a healthier situation than in keeping it bottled up inside. Producer: EBF

THE FIGHT* MP 2372

Grade Level - K, 1, 2, 3 color 8 min 1969

Explores the alternatives available to a youngster when someone deliberately trips him. What should he do: fight, tattletale, etc. Open-ended; allows students to decide what they would do. Producer: Disney

THE GAME* MP 2373

Grade Level - K, 1, 2, 3 color 8 min 1969

Examines the situation in which some kids can never play by the rules and want special treatment. Suggests some solutions but permits students to consider what they would do in such a situation. Producer: Disney

*Taken from Primary Audio-Visual Materials Catalog, Sept. 1971, San Diego County

**Taken from Intermediate Audio-Visual Materials Catalog, March 1972, San Diego County

***Available at Audio-Visual Department of San Diego Unified School District

GUIDANCE–LET'S HAVE RESPECT* MP 1297
Grade Level - K, 1, 2, 3, 4, 5, 6 color 10 min 1969
An open-ended approach to four situation-type episodes involving respect for country and property. Producer: Cahill

GUIDANCE–WHAT'S RIGHT?* *** MP 1298
Grade Level - K, 1, 2, 3, 4, 5, 6 color 10 min 1969
Presents four situation-type episodes that involve moral values and good manners; has an open-ended approach. Producer: Cahill

HOW FRIENDS ARE MADE* MP 2238
Grade Level - K, 1, 2, 3, 4, 5, 6 color 11 min 1967
A boy leaves a group of friends to offer help to a new boy whose arm is in a cast. Illustrates very simply the values and rewards of effort invested in friendship. Helps to stimulate classroom discussion. Producer: Menken

INTEGRITY* *** MP 1293
Grade Level - K, 1, 2, 3, 4, 5, 6 color 11 min 1969
While the class celebrates the birthday of its pet guinea pig Bryan, unnoticed by the others, takes the pet from its cage and it escapes. He is faced with guilt, helplessness, and fear of punishment and condemnation. Finally Bryan admits his act. Producer: Menken

LATE FOR DINNER: WAS DAWN RIGHT?** MP 1076
Grade Level - K, 1, 2, 3, 4, 5, 6 color 8 min 1970
Helps children understand that conflicting feelings are common and normal. Story is about a youngster who is late for dinner and the reason for her tardiness. Producer: EBF

LEARNING FROM DISAPPOINTMENTS** *** MP 1473
Grade Level - 4, 5, 6 black and white 11 min 1961
Tells how three children who are not chosen for roles in the school pageant overcome disappointment in various ways – through good sportsmanship, by choosing another goal, and by trying again in a different way. Producer: Coronet

LEO BEUERMAN** MP 7144
Grade Level - 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 color 13 min 1969
Leo Beuerman is 68 years old and has a misshapen body. He is deaf and his sight is failing. Despite his handicaps, Leo is not to be pitied; using his inventive mind he has evolved a meaningful life. His story inspires optimism, courage, and persistence. Producer: Cef

*Taken from Primary Audio-Visual Materials Catalog, Sept. 1971, San Diego County
**Taken from Intermediate Audio-Visual Materials Catalog, March 1972, San Diego County
***Available at Audio-Visual Department of San Diego Unified School District

LOST PUPPY* MP 7165
Grade Level - K, 1, 2, 3 color 14 min 1969
Presents the story of a young girl who leaves home, against her mother's instructions, to find her lost puppy. The film deals with values related to obedience, responsibility, and making decisions. Promotes discussion and evaluation of a variety of topics. Producer: CF

LUNCH MONEY* MP 2374
Grade Level - K, 1, 2, 3 color 8 min 1969
Surveys the possibilities a youngster is confronted with when he finds an item that does not belong to him. The film does not provide any answers, rather it allows students to decide for themselves what they would do in such a situation. Producer: Disney

PAPER DRIVE** MP 6979
Grade Level - 4, 5, 6 color 15 min 1968
Sixth-grade class determined to defeat a dishonest rival class wins a contest by cheating. Film examines misdirected effort and creative thinking applied to destructive ends. Producer: Dimension

PEOPLE ARE DIFFERENT AND ALIKE** *** MP 2370
Grade Level - 4, 5, 6 color 11 min 1967
Presents the idea that people are more alike in their need for friendship, love, happiness, etc., than they are different. Producer: Corf

THE PROJECT* MP 2376
Grade Level - K, 1, 2, 3 color 8 min 1969
Describes the various problems and situations that can arise when a group of youngsters decide to work on a project. Shows how some youngsters react to a cooperative endeavor. Permits students to determine how they would act in such a situation. Producer: Disney

REFLECTIONS** *** MP 7221
Grade Level - 4, 5, 6, 7, 8, 9 color 15 min 1967
A Chinese boy and a Puerto Rican girl become friends in a New York tenament area. Their parents forbid them to play together. Explores relationships and attitudes among youngsters and the problems of communication with adults. Producer: ABC

*Taken from Primary Audio-Visual Materials Catalog, Sept. 1971, San Diego County
**Taken from Intermediate Audio-Visual Materials Catalog, March 1972, San Diego County
***Available at Audio-Visual Department of San Diego Unified School District

A ROCK IN THE ROAD** color 6 min MP 1204
Grade Level - K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 1968
This animated film explores moral and ethical values. The story is about "The Golden Rule" and how it is abused and used correctly. Producer: BFA

RULES, LAWS, AND YOU* *** color 11 min MP 2254
Grade Level - K, 1, 2, 3, 4, 5, 6, 7, 8, 9 1969
Stresses that rules and laws enable individuals to work and interact effectively. Presents a wide variety of situations in which the need for specific guidelines is evident. Producer: N-V

TAKE A LOOK AT YOURSELF PIJ color 16 min MP 6060
(Human Values) 1970
Deals with the need for laws and the necessity for upholding them. Recognized is the growing antagonism towards the police even among children. Suggested is that the man in uniform has motives, aside from earning a livelihood, which are altruistic. CommIm

TREEHOUSE** color 9 min MP 1209
Grade Level - K, 1, 2, 3, 4, 5, 6 1969
Tells the story of a boy who has a treehouse in a tree that is near grassy fields. Then comes the bulldozer. Tract homes appear near the treehouse. Eventually, the tree must go. A poignant profile of the relationship between man and natural beauty. Producer: King SP

TRICK OR TREAT** color 15 min MP 6980
Grade Level - 4, 5, 6 1968
Two boys must decide whether to confess to planning a serious prank or to let two younger boys accept the entire blame. Film relates action to consequence, blame to responsibility. Open-ended for discussion. Producer: Dimension

WHAT TO DO ABOUT UPSET FEELINGS* *** color 11 min MP 1558
Grade Level - K, 1, 2, 3 1964
Presents three situations in which children learn to cope in different ways with their upset feelings. They learn to be aware of three factors: know what you're angry at and why, do something to help yourself, and accept your responsibilities. Producer: Coronet

WHO NEEDS RULES? PI color 11 min MP 1572
1972
Two applied episodes follow a montage which ranges from the simple, everyday rules of getting along together to the complexity of federal law. EBEC

WHO NEEDS YOU? PI color 11 min MP 1581
1971

Designed for discussions in human relations and to motivate self-esteem, a Mexican American is shown as he sees how to view his heritage as an asset. The uniqueness and constructive use of individuality is explored.
KenP

WORDS OF COURTESY** *** black and white 11 min MP 1650
Grade Level - 4, 5, 6, 7, 8, 9 1954

Dramatizes the many everyday occasions on which the use of the very common words of courtesy such as thank you, please, I'm sorry, excuse me, and congratulations indicate thoughtfulness for others and help people make friends.

*Taken from Primary Audio-Visual Materials Catalog, Sept. 1971, San Diego County

**Taken from Intermediate Audio-Visual Materials Catalog, March 1972, San Diego County

***Available at Audio-Visual Department of San Diego Unified School District